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The United States Naval Academy

Being

The Yarn of the American Midshipman (Naval Cadet) showing his Life in the old Frigates and Ships-of-the-Line, and then at the Naval School at Annapolis; and how that Institution became a famous Naval College, meanwhile making him into the most accomplished and versatile young Seaman in the World; together with some Reference to the Boys best suited for the Navy, and what they must do and know to get into the Naval Academy, and what they have to expect while there: and also many Pictures, all properly stopped to the Yarn as it is handsomely paid out.

By

Park Benjamin

Of the Class of 1867

Illustrated

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PREFACE

IT is the province of this book to describe the education of our young naval officers in the past, as well as at present. This involves not only the tracing of the history of the United States Naval Academy and of the naval schools which preceded it, but the telling of the story of the American midshipman,—a quaint and humorous son of the sea, whereof even the pranks and jokes must not be forgotten, if the representation of his life is to be true.

That this task might better have been done by one wearing the uniform of the United States than by one who doffed it more years ago than he cares to remember, it is needless to say. Nevertheless, study of his subject throughout this long interval, actuated by an abiding affection for all that pertains to the Navy, and a deep sense of obligation to his Alma Mater, may, perhaps, be pleaded by the author as some qualification for his present attempt.

The sources of information have been many. Through the courtesy of the Navy Department and the Superintendent of the Naval Academy, access has been had to the archives of both, and to the fine collections of naval papers in the departmental and academic libraries. All

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the memoirs and all the accounts of voyages by men-of-war which have been published by officers of the Navy, the author believes he has ransacked for light on the doings of the old midshipmen. The files of *Niles's Register*, the *Army and Navy Chronicle*, the *Southern Literary Messenger*, and the *Nautical Magazine*, besides those of many other journals wherein naval subjects are treated, have been searched with the same purpose. For latter-day history of the Naval Academy, the author desires to acknowledge a special indebtedness to Colonel William C. Church, the editor of the *Army and Navy Journal*, who has placed the volumes of that excellent periodical at his disposal and permitted him freely to cull therefrom. The manuscript minutes of the Academic Board, as well as the yearly Registers of the Naval Academy itself, have been critically examined, together with the annals of the institution published by Mr. Edward C. Marshall in 1862, Lieutenant-Commander Edward P. Lull in 1869, and Professor James R. Soley in 1876.

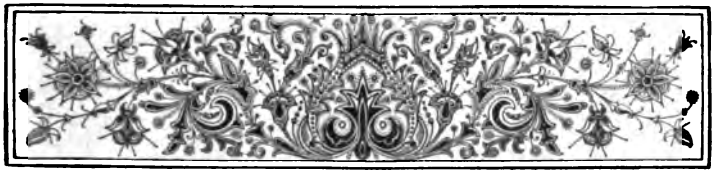
But the best of all the information which he has gathered has come directly from the graduates of the Academy, both in and out of the Navy, whose kind interest in the work has never failed, and to whom the author owes the greater part of all that may be good in it. Many have lived their youthful days over for him, and it is his chief regret that he cannot transfer to these pages the reminiscences to which he has listened in the inimitable way in which they were recounted. For this invaluable help, his cordial acknowledgments are due to Rear-Admirals Samuel R. Franklin, Stephen B. Luce, Bancroft Gherardi, Henry Erben, and Frederick V.

Mc Nair, to Commodore Robert L. Phythian, and to Mr. John S. Barnes of the class of '54. To attempt to designate all the others who have answered questions, and often voluntarily made suggestions of value, would be to reprint a large portion of the Naval Register. Nevertheless, he may especially thank Rear-Admirals Thomas S. Phelps, Francis M. Ramsay, John A. Howell, Winfield S. Schley, and William T. Sampson; Captains Theodore F. Kane and Willard H. Brownson; Commander Leavitt C. Logan, Naval Constructor Francis T. Bowles, Lieutenant-Commander Charles E. McKay, Professors William W. Hendrickson, Marshall Oliver, and A. N. Brown of the Naval Academy, and Professor Edward K. Rawson, the Superintendent of the Naval War Records; and finally, for placing him at the point of view of the youngster of to-day, naval cadet John Halligan, Jr., of the class of '98. The record of the Japanese graduates has been prepared by the Viscount Hiroaki Tamura, now a United States naval cadet of the class of 1900. To his brother graduates in civil life, for their memories and often for their scrap-books, his indebtedness is great, and particular acknowledgments are due to Messrs. Edward W. Very, '67; Robert M. Thompson, '68; Robert S. Sloan, '79, Ernest Wilkinson, '80, and S. Dana Greene, '83. For the unpublished letter of Professor Chauvenet, thanks are due to Mr. William M. Chauvenet, and the main facts in the life of Professor Henry H. Lockwood, that venerable and illustrious soldier and scholar himself supplied shortly before his recent decease.

The description of the new buildings of the Naval Academy is based upon data specially prepared by the

architect, Mr. Ernest Flagg of New York, who has also kindly furnished the drawings from which the illustrations thereof have been made.

Finally, for special aid in the gathering of material, the author has to thank Miss Isabel Smith of the Library of the Navy Department, and Mr. Julian M. Spencer of the class of '61 and now of the Naval Academy Library.



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The United States Naval Academy

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THE UNITED STATES NAVAL ACADEMY

INTRODUCTION

The Beginnings of the Midshipmen

SIR WALTER RALEIGH, sailor, soldier, and courtier, appears to have been the first to advocate the education of sea officers prior to their enrolment in the king's service. The officers of the king's ships in his day, however, were often any one's men but the king's, and, indeed, each lived in fear of his own lord; so Raleigh's advice, that his Majesty's servants should be dispersed "privately to gain experience and make themselves able to take charge," merely formed a part of that colossal and heterogeneous banquet of precept and erudition which was collected for the benefit of the Prince of Wales, who incontinently died young and so avoided it.

There was no naval establishment, as the term is now understood, in the reign of Elizabeth or Scotch James. The officers who managed the vessels ("the

master, the swabber, the boatswain, and I ") were chosen from the sailors, while the fighting officers were soldiers who came from the nobility and gentry, and owed their appointment mainly to interest at Court.

Gradually, however, during the period of peace which, in 1679, followed the ending of the war with France and Spain, a class of ship's captains who knew something of gunnery as well as of seamanship grew up from the forecastle. As these men became old, there was fear that no one was being prepared to replace them, and that the state would have to rely upon " mechanick men who have been bred from the swabbers," and that, therefore, the service would come to be despised by gentlemen of worth, who would refuse to serve at sea under such captains. It was then, and in order to meet this difficulty, that there came into existence the lieutenant, to whom a high salary, for the times, was apportioned, and expressly so, in order, as was said, " to breed young gentlemen for the service." This was the introduction of the " young gentleman " as a sea officer.

As is well known, the impost of ship-money by King Charles the First was a direct consequence of that monarch's fondness for his navy. The nation resisted the tax fiercely, but incidentally made advances in shipbuilding by reason of it. In 1637, the *Royal Sovereign*, three-decker, 232 feet in length, took the water at Woolwich, followed by other huge warships, whereat all seafaring men marvelled greatly, and believed that the world would never see anything more formidable than these great floating wooden walls with which England was encompassing herself. The upper deck of these

vessels was divided into a forecastle at the bow, and then, abaft the mainmast, a half-deck, a quarter-deck, and then, still farther aft, a round-house; and beyond that the stern towered so high that the great lantern on the taffrail was fully fifty feet above the water line. That part of the upper deck which extended between the forecastle and the half-deck was called the "waist," and it was considerably lower than either half-deck or forecastle, so that in order to traverse it one had to descend and ascend ladders.

Here were stationed the quartermasters, who were assistants to the officer in charge of the deck, besides having their own especial functions of stowing the hold, coiling down the cables, attending to the steering, and keeping the time by the watch-glasses. Upon them first fell the additional work of transmitting orders from the quarter-deck to the forecastle, and thus saving the necessity of the officer in command aft leaving his proper station. It was found, however, that the quartermasters had about enough to do in the other particulars before noted, and therefore the practice grew up of detailing seamen—men of experience selected from the crew—who could be relied upon to carry orders intelligently, to convey messages between the two points. The tradition is that, because these men were stationed in the waist, or mid-ship portion, of the vessel, they were called midshipmen.

Long afterwards, another name was given to the midshipmen, likewise depending upon their station and the work which they did. It became a part of their duty to lead the men aloft and to direct them during the reefing

of the topsails, and for that reason they were called "reefers."

Of the seamen detailed to serve as midshipmen, it does not appear that any special competency was required, nor were they necessarily promoted to higher stations. The place carried little consideration, and, indeed, in a private letter, dated February 7, 1643, in which the writer declares that he will not under-value himself by allowing his son to accept the position, appears the earliest direct reference to midshipmen that is known. Ten years later, in order to encourage enlistment, provision was made for rating a certain number of men as midshipmen with advanced pay. But it was not until three years after this that the midshipman's place was restricted solely to a person capable of undertaking the duties of an officer. Thus it came to appear that the midshipman really belonged to a lower grade of officer, rather than to a higher grade of enlisted man.

In due time, it was found that orders could be carried much more rapidly from the half-deck to the forecastle by active youngsters than by old tars. Furthermore, young sailors inspired in greater degree the interest of their superiors, who were ready both to teach them and reward them for good conduct; and so eventually the midshipman's place began to be sought after, especially for youths of gentle birth embarking upon a sea career. Nor did this demand cease even when the British navy, in the reign of Charles the Second, sank to its lowest depth of degradation.

Of course the midshipman of those days picked up his nautical knowledge as best he could on board ship, and

often to the accompaniment of hard knocks, and this sort of education answered all requirements until the position became recognized as virtually that of an apprentice looking forward to future qualification as an officer. Then it was seen, though dimly perhaps, that proficiency in rule-of-thumb seamanship was not enough, and that some acquaintance with the art of navigation, which was not easily learned afloat amid the engrossing duties of sea life, was indispensable. Nor was it necessary to be afloat in order to acquire its rudiments. Hence, to meet the demand for instruction in it, the first nautical schools began to appear, and of these the earliest was that of Sir Balthazar Gerbier, located on "Bednalle Greene," where, in the year 1649, lectures on navigation and cosmography were publicly read. That the young mariner could have derived much useful information from them may be safely doubted. Copernicus is duly set to rights by the text from Joshua; the heavens are definitely fixed at 720,-134,400 leagues above the earth; and the sea is said to be briny so that it will the better float boats and be more convenient for navigation than water which is fresh.

In 1676, the midshipmen of the British navy attained a definite official status by royal regulation, which recited the king's desire to give encouragement "to the families of gentle quality among our subjects to breed up their young sons to the order and practice of navigation, in order to the fitting them for further employment in our service," and provided for the possible admission at the king's charge "of several young gentlemen . . . on board our ship in the quality of volunteers."

After this, the king's appointees became known as

"volunteers by order" or "king's letter boys"; and among the first of them were Byng, Earl of Torrington, and Sir John Norris. It was required that they should not be over sixteen years of age at time of entry, and their pay was fixed at twenty-four pounds per year. The old midshipmen were not abolished, and continued to rise from the forecastle. Then began the feud between these sons of the brine and the king's young gentlemen, wherein the latter contemptuously denounced the former as "tarpaulins" and "swabbers," and the midshipmen, with equal gusto, expressed their contempt for the land-lubbers who had "crawled in at the cabin windows instead of through the hawse-holes."

It was decreed that candidates for the commission of lieutenant must not be less than twenty years of age, must have served three years at sea, including one year as midshipman, and must pass a professional examination. But King Charles's regulations made no provision for the education of the young officers at the national expense; and even if they had done so at that time of wastefulness, ignorance, and thievery, it may well be doubted if any allotted fund for the purpose would have gone farther than the rapacious pockets of Court parasites.

The midshipman became what circumstances conspired to make him; ranking just below the ship's cook though above the steward, and being a man or boy according as he happened to spring from the vicinity of Whitechapel or Whitehall.

We are not without a quaint word-picture of him, written in about Queen Anne's time:

"All Admirals as well as Captains are obliged to begin their rise here," sententiously says the old writer. "The Quarter deck is his ordinary station, which in a Winter's Night he traverses Hank for Hank, a thousand times over in a Watch, without losing one inch by Leeway, provided he be not overladen." He was "birth'd in that infernal Cell, the Orlop, where he that can chuse to live contentedly need never trouble his Head with what Lodgings are chalk'd out for him in the other World." As for his knowledge he "can prove the Purser a Rogue by Gunter's scale, and compose a Bowl of Punch by the Rules of Trigonometry. There is no Controversy but he determines with Fractions; and is very often teaching common dunces the Rules of Division at his own cost." "He 's Weather wise enough to foresee Winds and bad Weather, but is never so wise as to lay up for a rainy Day." "He 's one that sometimes passes under the Discipline of the Cane or Fist, that is, whenever he is guilty of that great Sin of Omission of not giving timely notice of the Captain's going from or coming into the Ship. One or two Rubbers for such a horrid Negligence makes him ever after look as sharp out to all Boats as Constables do the Vizard-Masks at the Play House. His backward Stars and bad weather puts him often upon cursing his ill-made choice; and yet his best friends are apt to tell him that if he had not tumbled into a ship he had long ago dropped from the Gallows."

The nautical schools on shore were now teaching navigation usefully though crudely. All ships of the time were warships whether they were in the king's navy or out of it, since they had to carry guns enough and men enough to protect them from the pirates which swarmed on every sea, and thus it came about that the schools undertook to give instruction also in the art of naval war.

"In Broad Street, Wapping, near Wapping New Stairs," says the advertisement of one of them in 1720, which is here quoted in order to show the extent and variety of the curric-

ulum, "are taught the Mathematical Sciences, Navigation, Astronomy, Dialling, Gauging, Gunnery, Fortification, the use of the Globes and the projection of the Sphere upon any Circle, by Joshua Kelly, Mariner; with whom Young Gentlemen and others are well Boarded and completely and expeditiously qualified (on reasonable terms) for any business relating to the Accompts and the Mathematicks."

Even with the aid of instruction such as this it soon became evident that the customary three years of service afloat was not enough to qualify the midshipman for promotion to the grade of lieutenant, and this time was soon doubled. So began the traditionary six years' period of tutelage before a commissioned grade is reached, which obtains in our Navy at this day.

It was not until 1728 that George II. abolished the king's letter boys and founded at the Portsmouth dockyard a school for forty pupils (aged between thirteen and sixteen years), called the Royal Naval Academy. The course appears to have been remarkably extensive for the times. It included marine surveying, theoretical gunnery, fortification, and various other subjects, most of which, as ships were then organized, would have been little else than useless lumber in the noddles of the hard-living, hard-fighting denizens of the cockpit, whose chief acquirements, like those of Mr. Peter Simple, were to "chaw baccy, drink grog, and call the cat a beggar."

Besides, there was no real need of such high education. When a youngster had learned to sail, handle, and fight one English frigate, he needed no fresh instruction, and very little fresh experience, to enable him to manage any other frigate; for the motive power of ships everywhere was the same, the differences in rig and fitting were small,

guns were alike, and gunnery advanced to about the same degree in all navies. All the theoretical knowledge which he had to possess in order to do his work and to get his promotion in due time, the warrant officers could and generally did teach him. Rough treatment enforced it, and the Admiralty helped him, after a fashion, by " catching him young " with his mind plastic to all impressions—useful and otherwise. Sometimes, in fact, it captured him in the nursery. Of three British admirals, Sir Charles Hamilton, Sir Charles Bullen, and Sir Edward Hamilton, the first two went to sea when nine years old, and the last donned his midshipman's jacket at the advanced age of seven, and fought gallantly for his country when he was eight.

After the Portsmouth Academy was established, more and better private navigation schools came into existence, but the boys who sought to enter as midshipmen regularly evaded the requirements of the former, and to the latter furnished but meagre support. By 1734, it became evident that the Academy was of little utility, for schoolmasters were assigned to certain ships charged with the instruction of the volunteers in writing, arithmetic, and the study of navigation, and " in whatsoever may contribute to render them Artists in that science." They were also given plenary powers to enforce their instruction upon those who were idle and averse to learning by haling them before the captain " in order to his taking course for their correction."

It seems to involve something of a contradiction in terms to say that certainly up to 1794 about the best way for a young gentleman to enter the British navy was by

becoming a servant,—yet such is the fact. The allowance of servants to admirals and captains was large. An admiral of the fleet could appoint fifty, and the captain a number equal to four per cent. of his crew. Although many fiddlers, tailors, and barbers were added to the retinues of commanding officers by virtue of this privilege, there were some captains who were genuinely influenced by a desire to benefit the service, and who therefore adopted this plan of obtaining midshipmen whom they could educate under their own supervision. It was thought no degradation to accept the appointment. Nelson himself originally came into the service in that way, under the patronage of his uncle, Captain Maurice Suckling.

But whether the youngster joined as a servant or by virtue of his Majesty's appointment, he was regarded as entering through the cabin windows, and the " tar-pot " officers who had come from the forecastle accepted him under growling protest,—well typified by the account which Lord Dundonald (afterwards Lord Cochrane) gives of his own reception on boarding his first ship.

He found the first lieutenant, in the garb of a common seaman, with his hair in a pigtail down his back, busily engaged in setting up the lanyards of the main rigging with the aid of a marlinspike and a lump of grease. This valuable officer had reached the quarter-deck by way of the hawse-holes, and the appearance before him of the lank young nobleman, six feet or so high, accompanied by a rather exaggerated sea-chest, and demanding to be shown to the part of the ship which he was to occupy, excited his fierce ire.

"You get your traps below," he roared. "Is that your chest? Well, do you think you 're bringing the cabin on board? Hey?"

And then with much objurgation he ordered the attendance of the carpenter and directed the sawing of the box in half, accompanying the operation with that standard and time-honored remark that "the service is going to the devil," and, adds Lord Dundonald, "with sundry uncomplimentary observations on midshipmen in general and myself in particular."

The circumstances of life in the British navy of a hundred years ago were literally appalling. The press-gang nightly brought off from shore its quota of battered and bleeding wretches, to be beaten into submission to a slavery beside which death might well be preferable, as, indeed, many found it so to be. Drunkenness and every form of vice flourished unchecked, save by brutal floggings and revolting executions. Diseases, which were the inevitable consequence of the omnipresent filth between decks, ravaged the crew in port, and scurvy added its horrors when sea voyages were prolonged. Upon the villainy and brutality of those in command there was no substantial check, and even the most enlightened of the captains had little scruple in the arbitrary use of power. Human life was cheap; human suffering cheaper; and reckoning for the destruction of the one or infliction of the other was neither sufficiently demanded by law, nor, if asked, enforced when opposing caste prejudices or political interests were invoked.

Add to this a dwelling in the cockpit, in darkness, down many ladders, and reeking with the foul odors of

the bilge; and then think what an impression it all must have made upon the mere child coming fresh from home into its accumulated horrors and miseries.

Yet these were the conditions wherein the old British midshipmen learned their profession, wherein they lived and worked and drank and pummelled their messmates, for the law of the cockpit was always that of the strongest, and so—for such is the habit of genius to rise superior to its surroundings—developed themselves into the greatest sea-fighters the world had ever known.

Meanwhile other maritime nations had carried their systems of naval education to points of much higher development than the English had even attempted to reach.

Spain had regularly organized her "guardias marinas" as a source of supply of naval officers as early as 1717. Earlier still, far-seeing Peter of Russia, building up his new navy, sought the permission of republican Venice to send his young boyards to learn from the famous navigators of the Adriatic. The Venetian Senate looked upon the Tsar's request as a compliment, and ordered a palace fitted up for the accommodation of the Russians, and appointed a great sailor, Marcus Martinovitch of Berasta in Dalmatia, as their preceptor. Nor did Martinovitch teach only the theoretical part of his profession, for the Venetians, eager to propitiate the powerful emperor, provided a practice fleet, which made its first trip to the Gulf of Cattaro, and there the youngsters handled their ships and went through their drills and exercises in the narrow straits among the islands, just as our own cadets at Annapolis drill and work during the summer months in Chesapeake Bay, and as they grew bolder and

better navigators they cruised along the shores of the Adriatic and out into the Mediterranean.

France also had adopted a system for the training of her young naval officers far more specialized than that of England. The young "gardes de la marine," as they were termed, were necessarily either noblemen or connected with the nobility. That was a requirement established by Colbert when he organized them into companies in the time of Louis XIV., and it was enforced by royal edict in 1689, when the king's son, the Duke de Vermandois, was made Admiral of France. There were three companies of the "gardes," all young men between the ages of seventeen and twenty, stationed respectively at the ports of Brest, Rochefort, and Toulon. The system of instruction was elaborate, and the details of both characteristically French. Every day the students gathered at the arsenal, and after hearing mass were instructed in writing, drawing, English, hydrography, dancing, and fencing. The evenings — curiously enough — were devoted to exercises with the musket, with cannon, and to military evolutions. After a year of this preliminary instruction, they were sent to sea-going ships, and there drilled daily in pilotage, seamanship, and gunnery.

Their place was taken in 1786 by a new body of young men then termed "élèves de marine," who were admitted between the ages of thirteen and fifteen years, and at first sent directly to practice ships, afterwards to the fleet, and then to schools established at the principal marine arsenals. This was a reversal of the earlier system in that it began with nautical or practical training instead of with theoretical studies ashore.

Yet the old aristocratic requirements prevailed, and all who were not relatives of naval officers were compelled to furnish proofs of their nobility—not four quarterings on the coat-of-arms on the paternal side, as the army demanded of its officers,—but a near enough connection to Monseigneur to satisfy a special commissioner that, at least, a little of the blue blood of the " haute noblesse " deepened the hue of the otherwise republican red in their veins.

The results were not favorable. It became difficult to maintain the needful supply of young officers. The common people, from whom they might have been healthfully recruited, were denied admission to their own naval service, while the nobility refused to come in because the army offered more rapid promotion and places more controllable by interest. Beyond all these reasons was the innate distaste of the Latin race for the sea, and the absence in it of the Viking quality which ever delights in the struggle with the perils of wind and water.

The French midshipman of a hundred years ago was far more highly educated than his British compeer, but his education availed him little, since fate decreed that his acquirements should find their best utilization in repairing the disasters of war.

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CHAPTER I

Wherein is Told about the Midshipmen of the Revolution, and the Gallant Young Fighters of the French War, and finally Preble's "Children," who Thrashed the Pirates of the "High Barbarie"

THE first American midshipmen served in the British navy; the position being frequently sought for by the colonial families, and mainly obtained through appointment by the captains of frigates and ships-of-the-line which happened to be stationed off the coast. So much was the place in demand that the captains were frequently besought to enter on the books of their vessels the names of children long before they were out of the nursery, and, of course, without any actual mustering on board. Such a concession in the case of John Cushing Alwin, later a lieutenant in the American Navy, by Captain (subsequently Admiral Sir Isaac) Coffin, probably broke up the practice, as Coffin was court-martialled upon charges based thereon, and punished.

Some of the older biographies of George Washington present a picturesque narrative to the effect that, when fifteen years of age, he received a midshipman's warrant in the British navy; but was deterred from joining at

the last moment—indeed, after his clothes had been packed to go on board ship—by the tearful entreaties of his mother. There is an ancient engraving extant purporting to represent the scene at the precise moment when the nautical hopes of the future Father of his Country were thus frustrated by the demands of filial duty. Later writers have embellished this story with much corroborative detail, dwelling greatly upon Lawrence Washington's known friendship for Admiral Vernon, with whom he served in the unfortunate expedition against Cartagena, and the great likelihood that the Admiral, having brought his squadron into the vicinity of the famous Virginian estate honored by his name, should have seized the opportunity then to bestow a midshipman's appointment upon the younger brother of his old comrade. Unfortunately for this romance, Admiral Vernon was not in America at the designated time, and a careful search made at the author's request by the Bureau of Intelligence of the Navy Department, with the courteous assent of the English authorities, in the archives of the Admiralty and the Master of the Rolls, fails to reveal any evidence that Washington was ever made a midshipman or borne on the books of any British warship in any capacity whatever.

The vessels which were first equipped by the English colonists during the French war were privateers. Afterwards, several of the colonies maintained public armed ships, and, even before the Revolution, the organization of their officers and crews was sufficiently well developed to enable the officers of the brig *Boston*, in 1772, to wear a uniform, the details of which were minutely prescribed,

even to the wig with two curls. As the dress was to be the same for all grades, and the grades, imitating those of the British service, undoubtedly included midshipmen, this uniform was apparently the first worn by an American reefer, and therefore it is worth recording that he displayed all the glittering bravery of a scarlet coat and a white waistcoat decorated with gold lace at the button-holes, snowy nether garments, and a laced cocked hat. When the revolutionary spirit ran high, however, early in 1776, the Massachusetts Council, doubtless intending to make the uniform as different as possible from that of the hated British redcoat, curtailed some of his splendor by changing the color of the coat to green.

The first official step toward the formation of a national American Navy was taken on October 13, 1775, when the Continental Congress ordered the equipment of two swift vessels, of ten and fourteen guns respectively, and directed their despatch eastward in order to intercept British transports which had sailed laden with arms and ammunition from England for Quebec.

Later in the same month the Naval Committee was completely organized and given charge of all matters relating to the Navy, subject to the final revision of Congress, and thus, through its selection, the first midshipmen of the United States Navy were regularly appointed.

Prior to this time, however, there appears to have been some sort of a naval school in existence, maintained by the colonies for the purpose of training officers for the provincial cruisers, or "guarda costas"; but it furnished none of the new naval officers, who, as a rule, were selected from the masters and mates of merchant vessels,

and in some cases from men who had served in the British navy. Those who were made midshipmen were given the pay of $12 per month, and their uniform was a blue coat with lapels and round cuffs faced with red at the buttons and button-holes, together with blue breeches and a red waistcoat. The sailors did not wear blue shirts in those days, but green ones.

The distinction between the ships of the national Navy and those equipped by the colonies or even by private individuals was not closely drawn, and they acted jointly or severally as circumstances demanded. Virginia had the largest navy, which included over seventy vessels of all kinds, and there were at least seventy-five Virginian midshipmen. One of them, Midshipman Alexander Moore, commanding the gallant little brig *Mosquito* in the West Indies, captured two prizes, and then was taken himself by the frigate *Ariadne* and sent to England, where he was imprisoned, but later escaped; and another, Midshipman Samuel Barron, elder brother of Commodore Barron of the United States Navy, captured an enemy's vessel at the mouth of Hampton Creek, which was so much better manned than the little schooner which he commanded that more men were killed and wounded on the British side than equalled all of his crew put together.

The naval officers of the Revolution began their careers in national vessels, colonial vessels, or privateers, as occasion demanded. All of the midshipman's service of Commodore Edward Preble was in the colonial navy, and he entered the Navy of the United States as a lieutenant. Commodore Thomas Truxton first served in the

privateers, and Commodore Nicholas Biddle was a midshipman in the British navy before he became one of the first of our naval captains.

An amusing glimpse is given of the midshipmen who were in the regular Navy during the Revolution in the manuscript log-books and letters of John Paul Jones. The "standing orders," written by Jones in January, 1779, for the guidance of the midshipmen of the *Bonhomme Richard*, are very brief, and read as follows:

"Two midshipmen in their turns shall be always present on the Quarter Deck or Poop; the rest in the Waist and on the forecastle; to go aloft, however, when necessary."

But when he commanded the *Ariel* he seems to have regulated his youngsters in a rather more practical manner, as the following extracts from his log-book clearly show:

"Saturday, April 2nd. These 24 hours begins with Clear Weather and Moderate Breezes from the Eastward. Had a grand entertainment on board. Fired Salutes. Exercised Great Guns and Small Arms. The Captain kicked Mr. Fanning, midshipman, and ordered him below.

"Monday, Sept. 4th. Mr. Potter, midshipman, ordered in irons by the Captain for a thermometer being broken in his Cabin."

Concerning this last entry the tradition is that Jones had but one thermometer, which he valued as the apple of his eye, and kept it jealously in his own cabin, whither the midshipman of the watch had to repair whenever a consultation of it was necessary. Midshipman Potter, being thus lawfully in presence of the valued instrument, unfortunately fell over something, and in his swift

descent struck and smashed the glass. Whereupon Captain Jones being then in his bunk leaped therefrom and kicked Midshipman Potter the entire length of the cabin, also of the quarter-deck, also down the main hatch, and thus having accelerated his subordinate's journey in the proper direction, put him in irons, as the chronicle says, when he got to the end of it.

The close of the Revolution found the colonies with an exhausted treasury and in a state bordering on political chaos. The remaining ships, saving the *Alliance*, *Deane*, and *General Washington*, were sold, and the officers and crews discharged. The country was practically without sea power or sea protection. Nor was the Congress then willing that any Navy should be organized. The proposed establishment of a national fleet was denounced as a menace to republican institutions and the opening wedge to a new monarchy. Even when the Dey of Algiers had begun actively to prey upon American commerce and to enslave American citizens, Congress argued that it would be cheaper to buy Algerian friendship through a tribute or to subsidize some European power to protect our trade. At last by a majority of two votes the naval force was authorized, and, in 1794, new officers for the Navy were appointed, and the construction of six frigates was begun. The law then empowered the President to appoint forty-eight midshipmen and to fix their pay.

The peace ingloriously acquired by purchase soon terminated. French depredations upon our commerce had been rapidly increasing in extent, and French violations of treaty obligations had become progressively more

flagrant. The spirit of resistance throughout the country forced Congress to active measures. By the end of 1798 the Navy was greatly increased, and war with France was actively begun.

Then came into the service, as midshipmen, most of the famous fighters of the future war of 1812: Stephen Decatur, Jr., aged twenty, commodore eight years later and "mainmast of the Navy"; Charles Morris, first lieutenant of the *Constitution* and captain of the *Adams* in her famous cruise in 1814; Oliver Hazard Perry, conqueror on Lake Erie; James Lawrence, who died with the immortal words, "Don't give up the ship," on his lips, when the *Shannon* took our *Chesapeake;* David Porter, captain of the *Essex;* Richard Somers, who sacrificed himself in the *Intrepid;* and Thomas McDonough, victor on Lake Champlain.

One gets some idea of the life led by these boys from a few typical instances in their early careers, which, though romantic, showed pretty much all seamy side. They were abominably treated by their superiors, and yet the old captains seldom failed to recognize their merits.

"My boy," said Thomas Truxton—savage old sea-dog and captain of the *Constellation,*—when at last Midshipman David Porter tremblingly came to the cabin to announce that he could stand the hard treatment no longer, and was about to resign,—"you shall never leave the Navy if I can help it. Why, you young dog, every time I swear at you, you go up a round in the ladder of promotion, and when Mr. Rodgers blows you up, it is because he loves you, and don't want you to become too conceited."

Shortly afterwards the *Constellation* fought the *Insur-*

gente, and when the Frenchman's fire cut away the foretopmast rigging and the wounded mast gave signs of an impending fall if sail were kept on it, Porter justified all his captain's confidence; for he took the responsibility himself of cutting the topsail tie and letting the yard drop, thus shortening sail and relieving the strain on the mast. So he saved a wreck which might well have changed the fortune of the day.

Another gallant youngster, Midshipman James C. Jarvis, refused to leave his station in the maintop of the *Constellation* during her inconclusive fight with the *Vengeance*, despite the destruction of the rigging which left the mast unsupported. "If the mast goes, we go with it," he calmly replied to the old seaman who warned him of the danger, and he and all his men but one went overboard as the spar fell.

"The conduct of James Jarvis, a midshipman of the *Constellation*, who gloriously preferred certain death to the abandonment of his post," says the resolution of Congress, "deserves the highest praise; and the loss of so promising an officer is a subject of national regret."

Our Navy of 1798 created much surprise among the captains of the British cruisers in the West Indies, especially when the commanders of Truxton's ten ships began to compete with them, not only in the rapid extirpation of French privateers, but in seamanship and skilful evolutions. That was the time when we learned naval routine from the British vessels, and copied the British Articles of War into our Act for the Better Government of the Navy, which still rules.

Most of the midshipmen of 1798 were appointed by the

President from civil life without any special regard to education or aptitude. Many had never been to sea. Decatur, who was among the oldest, studied navigation between the date of his appointment and that of joining his ship, under Mr. Talbot Hamilton, a former officer of the British navy, who kept a private naval school (apparently the first of its kind in the country) in Lower Dublin, near Philadelphia. Lawrence had also prosecuted the same study for a few months in a school in Burlington, N. J. So little did Decatur know of seamanship that after he had systematically learned all the uses of the ropes and where they were belayed on board ship, he proceeded to write the name of each rope on the paintwork behind the rail with his pencil—a proceeding which might well have brought down on him the wrath of the first lieutenant. Yet he became a lieutenant himself in a year, and commanded the *Constitution* when he was but twenty-five, and three years after that flew the broad pennant of a commodore, and neither feared the first lieutenant when he was below him, nor yet when he was above him; for Commodore Jacob Jones records that when he was a midshipman on Captain Decatur's ship, and, in his turn, struggled with the tangled lead of buntlines and clew-lines and reef-tackles and braces, Decatur, remembering the embarrassment which the young officer feels when endeavoring to make his first acquisition in seamanship, told him the expedient and advised him to follow it.

But the youngsters generally picked up what they could at sea mainly by using their eyes and asking questions, as midshipmen had always done. There was little

incentive to study as for a professional career, for the Navy was not regarded so much as a permanent establishment as a force which would ordinarily be curtailed to its lowest limit, and then reinforced suddenly and with any available material in event of war.

The Navy Department, however, was established, and the Navy began its independent existence in 1798. Two years later, and while the war with France was still in progress, James McHenry, Secretary of War, submitted to Congress, with the approval of President John Adams, a plan for a Military Academy which included four schools, one to be called the Fundamental School, another the School of Engineers and Artillerists, another the School of Cavalry and Infantry, and a fourth the School of the Navy. The details of the naval school evidently had been worked out rather from a knowledge of the French system of naval education than the English, for it was proposed to establish not only a shore institution (with a professor of mathematics, a professor of geography and natural philosophy, an architect, and a drawing-master, who were to teach "arithmetic, algebra, geometry, statics, and navigation"), but also practice cruises, which the British had never favored.

Secretary McHenry's project appears to have been originated by Alexander Hamilton, while Inspector-General of the Army, and to have been submitted by him in the first instance to Washington. It is said that the last letter written by Washington relative to public questions was his reply to Hamilton, which bore date two days before his death, and in which he approved of the plan. Neither the School of Cavalry and Infantry nor

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the School of the Navy found favor with Congress, for when the Military Academy was organized in 1802, although provision was made for the other two schools, none was included for them. The scheme for a naval school was manifestly out of harmony with the prevailing notion that naval preparedness was needless, that ships could be built as easily as earthworks, and trained sailors enlisted anywhere for the asking, and that the prosperity of the United States was in no wise dependent upon their sea power. Besides, it was so much cheaper to buy peace than to enforce it, and for that reason we presented the amiable Dey of Algiers with the frigate *Crescent*, which, not to mention the barrels of dollars which she carried, was worth enough to pay for many naval schools such as McHenry advocated, and about ten times as much as the actual naval school yearly required for its maintenance, when it was organized nearly half a century later.

President Jefferson entered upon his term of office in 1801, shortly after the treaty with France was ratified, and as he represented the extremists on the republican side, a practical annihilation of the Navy was expected. The reform measures, however, stopped somewhat short of this.

Before the ships at sea could reach the United States or the officers learn that the war had ended, Congress decreed the sale of the whole fleet with the exception of fifteen vessels, all but six of which it directed should be dismantled, and proceeded to discharge the officers. Of twenty-eight captains it retained but nine, it dismissed all the master commandants, out of one hundred and ten

lieutenants it kept thirty-six, and did better by the midshipmen by discharging only two hundred out of the total three hundred and fifty. Having thus disposed of most of the ships of the Navy under the hammer, and started to dismantle those that were kept; having paid off the crews and sent some scores of officers, who had fought gallantly through the war, to get their living as best they could, the government suddenly found itself involved in a new conflict with the regency of Tripoli. Fortunately the ships retained represented four fifths of the total fighting strength of the Navy, so that it required but a few weeks to despatch a formidable squadron to the Mediterranean.

The life of the midshipmen during the ensuing campaign before Tripoli was one of constant activity and gallant achievement. Some were of the party that destroyed the wheat-laden coasters in the harbor of old Tripoli, and one, John Downes, afterwards commodore, distinguished himself in the attack. Others were captured with the *Philadelphia* when the frigate ran aground; and others, again, were volunteers with Decatur in the burning of the same ship under the guns of the Tripolitan batteries; and that was largely a midshipman's fight, in which the honor of being the first man on the deck of the *Philadelphia* fell to Midshipman Charles Morris. "The most bold and daring act of the age," said Nelson when the news of the destruction of the captured vessel came to the fleet with which he was blockading Toulon. And when the *Intrepid* was blown up in the harbor of Tripoli, Midshipman Henry Wadsworth, the second in command, and Midshipman Joseph Israel (who had

begged hard to be allowed to go and had been refused, and afterwards was found hidden in the bomb-ship) both died gloriously with Somers.

No attempt was made to instruct all these youngsters —Preble's " children," as he called them—who fought so hard and well before Tripoli. Whatever knowledge they acquired, other than by practical experience, was gained by their own efforts. The *Philadelphia's* midshipmen, during their captivity of twenty months in the Bashaw's castle, organized a naval school, and David Porter, then a lieutenant, taught them gunnery, navigation, and fleet-sailing, from their own books, which they bought back from their captors.

The Naval Regulations of 1802, it is true, refer to " schoolmasters " who are to diligently and faithfully instruct the midshipmen " in those sciences appertaining to their department." But there were no schoolmasters then or for a long time afterwards in our service. Sometimes the chaplain, when there was one aboard, instructed the midshipmen in arithmetic and writing, as he was officially charged to do; but whether he extended his teaching to navigation and generally to " whatsoever may contribute to render them proficients " is doubtful.

It was a grand school of instruction—that Tripolitan war. Then were firmly established the principles, the customs, the traditions,—above all, that rigid sense of duty,—which have made the American naval officer what he is to-day. And for this great service the country is most indebted to the commander of its fleet, Commodore Edward Preble.

The Tripoli Monument in the grounds of the Naval

Academy guards the memory of Wadsworth and Israel and Dorsey and Caldwell and Somers and Decatur. It was erected in 1808 in the Navy Yard at Washington, D.C., and mutilated by the British during their occupation of the city in the war of 1812. Then it journeyed to the west front of the Capitol, and thence in 1860 it was removed finally to Annapolis, to remain to the youngsters as they come into the Navy a perpetual reminder of the gallant deeds of their elder brethren nearly a century ago.

FIRST WATCH.

Lieut. James P. Wilmer.
Midn. Willm H. Haddaway
" John S. Cowans
" D. G. Farragutt.
" George Isaacs
" Jas. Alex^r D. Brown

FROM THE WATCH BILL OF THE "ESSEX."
Now at the Naval Academy.

THE TRIPOLI MONUMENT.

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CHAPTER II

Wherein we Remember the Reefers of the War of 1812

THERE was no such wholesale reduction of the fleet subsequent to the close of hostilities with the Barbary powers, as there was after the French war. On the contrary, the tendency of the country was rather to foster the Navy, and both ships and men were maintained at the high point of efficiency for which Preble in the Mediterranean had established the standard. Recognizing the need for young officers, Congress, in 1809, increased the number of midshipmen allowed by law to four hundred and fifty, and, two months later, removed all restrictions and authorized the President to appoint to the grade as many youths as he deemed necessary.

Nevertheless, Congress remained unable to assent to any scheme for providing them with professional education. Only the year before (1808), Colonel Jonathan Williams, the senior officer of the corps of engineers of the Army, had made an earnest effort to introduce nautical astronomy, geography, and navigation into the course of the United States Military Academy; the object being, as President Jefferson said later in his commendatory

message, to render the school of benefit to the Navy as well as to the Army, in the evident hope of thereby securing Congressional favor. The scheme was made peculiarly democratic in that it proposed a plan of the Academy upon such a scale as not only to take in the minor officers of the Navy, but also " any youths from any of the States who might wish for such an education, whether designated for the Army or Navy, or neither, and to let these be assessed to the value of their education."

But Congress declined to be cajoled by any such inducement. A bill was reported in the Senate in which all the populistic features of the plan were ignored, and which provided only for the removal of the Military Academy to Washington, its reorganization, and the instruction in that school of the midshipmen of the Navy. The measure died of inanition, and no further move in behalf of naval education appears to have been made until Thomas Jefferson, in 1814, embodied instruction in certain nautical subjects in his comprehensive scheme for a university to be organized by the State of Virginia and incorporated with William and Mary College.

After the reorganization of the Military Academy in 1812 some of the cadets were warranted as midshipmen, but the nearest Congress got to providing education for the young officers who entered the Navy directly was the employment of naval schoolmasters, which it seems to have authorized as a war measure, since it is included in the Act to Increase the Navy of the United States passed in January, 1813.

The midshipmen of the war of 1804 had now gained their coveted epaulettes, and the maintenance of the glory and traditions of the steerage had passed into the hands of the youngsters of 1812. Nor were they a whit behind their predecessors in daring and in valor. There is hardly an official report of a naval engagement which does not commend some of them. Now it is Midshipman Benjamin Cooper going to the relief of the wounded on the surrendered *Peacock*, and saving himself just as the ship sank; now Midshipman Yorick Baker leading the boarders from the *Wasp* into the terrible carnage on the deck of the *Frolic;* now Midshipman Henry Wells fighting two British ships in his little craft on Ontario, and defeating both of them; now the daring attempt of Midshipmen McGowan and William Johnson to blow up the *St. Lawrence.*

And they died, those old youngsters of the war of 1812, just as well as they fought. There was Midshipman Sigourney, commanding a little three-gun schooner, attacked by a boat party, and, although shot through the body, refusing to go below. He stood leaning against a mast cheering on his men until a British marine deliberately blew out his brains. There was a monument erected for Sigourney nearly sixty years ago on the banks of the Yescomico River in Westmoreland County, Virginia, which perhaps still tells how he fell in " gallantly defending his country's flag on board the U. S. schooner, *Asp*, under his command in an action with five British barges of very superior force on the 14th July, 1813."

And there were Midshipmen Henry Langdon and Frank Toscan aloft during the *Wasp's* fight with the

Reindeer, when both were wounded to the death. Langdon was in the foretop, and when the *Wasp* ran across the bows of the *Reindeer* to rake her, the topsail blanketed the fire of his men, so he went with them on the foreyard and set them sweeping the enemy's decks from under the foot of the sail, until the fatal bullet struck him; and then he refused to stir, but got a death-grip on the jack-stay and died where he was, urging his men to "keep cool and aim carefully."

"The constancy and courage with which they bore their sufferings," said their captain of these two midshipmen, "leaves the melancholy though proud reflection of what they might have been had Providence ordained otherwise."

When the unprepared *Chesapeake* with her mutinous crew was taken by the *Shannon*, two of her midshipmen, Cox and Ballard, acting as third and fourth lieutenants, sword in hand, drove the flinching men back to the guns. Berry, in the mizzentop, single-handed fought the three marines sent aloft to throw him overboard until he fell out of the rigging, and was left for dead on the deck. Randolph and Flushman were made targets as they came down the shrouds from the fore- and maintops in response to the orders of their captors. Four were killed and three were wounded. The eleven surviving midshipmen of the *Chesapeake* were confined in a closet, half-starved, and their clothes and arms were stolen from them. A similar scene was enacted when the *Syren* was taken by the *Medway*, the first lieutenant of the last-named craft distributing to his men the apparel and jewelry of the American youngsters. Small wonder that

the British prisoners who were captured by Midshipman Senate of the *Porcupine* in the Lake Erie engagement expressed their astonishment that food and grog should be served to them.

And there were other youngsters who were with Perry on the Lakes who have left noble records: Laub, who persisted in remaining at his quarters with a frightfully shattered arm, and who met his death while attempting to get it dressed; and Dulaney Forrest, who was struck down, and on regaining consciousness coolly extracted the grape-shot from his clothing, where it had lodged, put it in his pocket, and walked back to his station.

Midshipman (afterwards Rear-Admiral) Francis H. Gregory attempted single-handed to blow up a British frigate by means of the then newly contrived Bushnell torpedo. Clad in his underclothing, with a cord of sufficient length around his neck to reach across the St. Lawrence, the torpedo being secured to the other end, he plunged into the swift current and made for the ship. But the tide swept him far out of his course, and thus delayed, he failed to reach his goal until long after the hour when he expected to attain it. He had just climbed upon the rudder and drawn up his torpedo near enough to enable him to begin to attach the screw fastenings designed to hold it firmly against the frigate's bottom, when he heard on board the boatswain's pipes calling "All hands up anchor." Knowing that he could not complete his task before the ship would be under way, when it would be wholly impracticable, he quietly slipped back into the stream, and with the cord still around his neck towing the torpedo, swam to the American shore.

That was the heroic part of the undertaking; the boy part now followed. He was obliged to remain in concealment until nightfall, and during the interval he ruminated in disgust upon the failure of his expedition, until he made up his mind that he would get some personal gratification for himself, if nothing else, out of it. So, having discovered an abandoned lime-kiln near by, he lugged his torpedo there, packed in stones and brick over it, and in the silence of midnight fired it. The consternation which the terrific explosion created throughout the surrounding country was immense, and the keen enjoyment thereof by Midshipman Gregory went far to console him for his earlier disappointment.

He was an ingenious youngster. At one time he captured a British boat in command of a lieutenant, and exultingly started to return to the flagship in order to exhibit his prize to the commodore. But, on the way, another British boat, much larger than his own, suddenly appeared around a point of land and came after him. Capture seemed inevitable, but Gregory quietly waited until his pursuer was close at hand, and then with much ostentation threw the British lieutenant overboard and abruptly changed his course. That worthy yelled lustily for assistance. The British boat, which was following, hesitated between letting him drown and chasing Gregory, but finally decided to rescue her own officer first, which was an error, for the delay was quite sufficient to enable Gregory safely to escape.

The midshipman of the war of 1812 whom this country knows best and honors most was David Glasgow Farragut. He received his warrant from Paul Hamilton,

then Secretary of the Navy, when he was but nine years old. He thus actually entered the Navy at an age younger than that of Rear-Admiral Goldsborough, who, although a warrant was obtained for him when he was seven, did not report for duty until he was eleven. The future admiral was therefore but a very little boy when he joined the *Essex* in Norfolk, Virginia, in August, 1811. Still he stood his watch manfully on the port side of the quarter-deck, and acquired almost in the beginning that remarkable aptitude which all midshipmen possess—of going to sleep in any position; for one of the old lieutenants of the ship long afterwards told how he had found the child calmly slumbering while leaning against a gun-carriage, and had covered him with his pea-jacket to protect him from the night air.

Through the winter of 1811–12 Farragut was in Newport, and while there was sent to school to a Mr. Adams on shore. This seems to have been the beginning of his general education. But the *Essex* now went on her famous cruise, and the story of Farragut's midshipman life during that period and his part in the last fight of his ship is too well known to need any repetition here. During that cruise he became temporarily the youngest commander who, whether before or since, has ever assumed charge of a vessel of the United States. Captain Porter, in his official report on him, says that Midshipmen Isaacs, Farragut, and Ogden exerted themselves in the performance of their respective duties and gave an earnest proof of their value to the service. "But they are too young," he adds, "to recommend for promotion."

Farragut came back to the United States under parole

not to do any further harm to his Majesty King George until regularly exchanged, so Captain Porter sent him to Neef's school, then established at Chester, Pennsylvania. Neef, whom Farragut refers to as rather a queer old individual, had been a French army officer and one of Napoleon's guards, and was managing his school somewhat in accordance with modern methods, although they were regarded as strange enough eighty odd years ago. He was opposed to teaching children to read until they could draw and construct the alphabet line by line, and his cardinal principle was to make his lessons as much like play as possible. Neef managed to gain quite a reputation as a teacher, and was duly vouched for in the journals of the time as a " person who with the most comprehensive mind appears wholly divested of ostentation." This was all the regular instruction which Farragut had received up to his seventeenth year, when he went to reside in Tunis, where for a few months he studied the languages, English literature, and mathematics. Soon afterwards, although he was barely eighteen years of age, he obtained his lieutenancy. His was the typical career of a midshipman of the United States Navy in the early years of the nineteenth century. From the nursery to the lee side of the quarter-deck, then years of hard living and harder fighting, meanwhile a few crumbs of education picked up here and there as fortune favored the opportunity—that was the training which the country afforded its young naval officers, and for all the rest it left them to work out their own professional salvation.

CHAPTER III

Wherein the First Attempts to Establish a National Naval School are Recalled, together with how the Youngster Got his Book-Learning Afloat, and the Trouble he Had with his "Journal" and his Examinations

THE first proposition for a national naval school to be devoted solely to the instruction of naval officers appears to have been made in 1814 by the Hon. William Jones, Secretary of the Navy during President Madison's Administration, in a communication addressed to the Senate regarding the reorganization of the Navy. It did not specifically prescribe that the students should be young officers or midshipmen, and the school which is suggested corresponds therefore more closely to our present War College, to which officers resort for higher professional instruction, than to the Naval Academy.

Neither Williams's project, which in reality was a Utopian one, for evolving men skilled in two wholly distinct professions from the same technical school, nor Jones's scheme for improving the education of naval officers in general, showed that either advocate had recognized the true need, which was the preliminary education

of the young officer. That recognition and a demand for measures to meet the necessity now came not from any astute politician or professional educator, but from the midshipmen themselves.

The appeal was made in 1815, and it is incidental to a protest addressed to Congress by several of the midshipmen against the promotion of sailing-masters to the grade of lieutenant, because they were filling the vacancies therein, and so cutting off the advancement of the youngsters.

"Your memorialists," they said, "without presuming to praise themselves, hope they will be found to have availed themselves of every opportunity given them for acquiring knowledge. But if there should be any doubt (which they trust there cannot be) that a midshipman regularly serving his time in the Navy of the United States is fit for promotion, they with the utmost deference submit whether that great evil would not be better remedied *by devising some more effectual plan for their instruction* than by promoting, over their heads, strangers entering from the merchant service."

Pointed as this suggestion was, it passed unheeded, and this, although the country had at last clearly discerned that the Navy was no longer an establishment of doubtful expediency, but a force of permanent necessity in order to guarantee the safety of commerce and to secure the respect of foreign nations. In 1816, a law was enacted providing for its gradual increase, under which for many years following ships were built. Yet not only years, but decades, went by without an effective step being taken toward making provision for the better education which the midshipmen had so urgently demanded.

Nevertheless the popular interest in the Navy was sufficient to affect Congress to the extent of making a national naval academy talked about in the halls of legislation; and that was a gain, for, once started, the subject, despite the most disheartening neglect and opposition, never lost its vitality. In 1816, Representative Burwell Bassett introduced a resolution requesting the Secretary of the Navy to report a plan for the establishment of a naval academy at Washington, to consist of a number of professors and teachers, to be fixed, at which all the midshipmen in the service of the United States should be instructed when not on sea duty. But Mr. Bassett had apparently little faith in his scheme, for he provided for teachers afloat in addition to those ashore, and further suggested that to all 44- and 74-gun ships a double allowance of midshipmen should be sent, and that their time should be equally divided between ship duties and studies—a proposition altogether impracticable.

Bassett's scheme came to nothing; but in the following year the Navy itself undertook to do what it could without the aid of Congress. At the suggestion of Commodore Bainbridge, the United States brig *Prometheus*, Commander Wadsworth, manned principally by midshipmen, was sent to cruise during the summer of 1817 along the Atlantic coast. The youngsters swung their hammocks on the berth deck, as sailors usually do, and were required to perform all the duties of enlisted seamen; not only in handling the sails and steering, but in holystoning the decks and cleaning the ship. During the cruise they surveyed the harbor of Portsmouth and several other places. This, the first practice cruise

made in the United States Navy was regarded as highly successful.

Secretary Thompson's advocacy of a naval academy, which he proposed in 1822, for the instruction of young officers, met with no response from the House of Representatives. That body was then more interested in whatever patronage there was to be got out of distributing midshipmen's appointments to its constituents, and preferred to devote its time to the institution of inquiries as to how the spoils were divided, and whether some States were not getting more than their share, and, if so, whether it would not be better to limit in some way the appointing power of the President.

The Navy Department, however, explained that while the rule was to apportion the appointments among the several States according to the ratio of Representatives in Congress, departures from it could not be avoided inasmuch as frequently the number of applicants from inland States was less than the apportioned quota, while from the seaboard they were in excess. It probably thus became evident to the Representatives from the Atlantic States that a hard-and-fast rule of appointment was just what they did not desire; so a resolution was promptly passed in February, 1823, "that any provision of law restraining the Executive of the United States in the selection of midshipmen is inexpedient"— the ultimate effect of which, as will appear hereafter, was bad.

A year later, the House refused to pass a resolution instructing the Committee on Naval Affairs to inquire into the expediency of providing by law for the instruction of midshipmen and other warrant officers of the Navy in

the intervals of their public service, in nautical science, practical navigation, and marine tactics. Secretary Southard, however, who had succeeded Secretary Thompson, saw to it that the matter should not be thus easily throttled, and with persistent vigor unremittingly sought to impress on Congress that it is "vain to hope for a triumphant defence of our national interests and character without we thoroughly train, educate, and discipline those who have to fight our battles."

But Congress merely remembered that our national interests, etc., had been very triumphantly defended in three wars, and, as usual, argued that another war or so minus a naval school would make no difference. Then Secretary Southard became even more emphatic, and in 1825 told the country what the state of affairs actually was, and pointed out in terse, plain English that its officers

"are taken from the poor who have not the means of a good education, as well as the rich who have. They enter from the nature of the duties at so early an age that they cannot be accomplished, or even moderately accurate scholars. They are constantly employed on shipboard or in our navy yards where much advancement in learning cannot be expected. Their pay will afford them a support, but no means of literary improvement. The consequence necessarily is, and such is well known to be the fact, that very many advance in age and rise in grade much less cultivated and informed than their own reputation and that of the country require. It is the formation of a school which shall combine literary with professional instruction, a competent portion of common learning with a profound knowledge of everything connected with military science, seamanship, and navigation, the theory with the practice of their profession, that is needed."

Mr. Southard said a great deal more than this, not only cogently and eloquently, but so warmly that to find that, at the end, he asked for only $10,000 and some old buildings on Governor's Island in New York harbor makes one feel that his shot did not need quite so large a cartridge. But the usual fate attended his endeavor. His recommendations were introduced in the House, and there was a lazy discussion about the expediency of a naval school for a couple of hours, and next day somebody called the subject up again, and somebody else who did not understand anything about it and did not want to, objected, and, after all, it was only the country's business and not that of anybody's district, so there was a question put and lost, and thus the matter ended.

Yet the curious fact is here to be noted that while the American Congress was persistently refusing to give to the country a naval academy, a British rear-admiral, who had fought us as hard as he could throughout the Revolution, was contemplating the establishment of that very institution for our benefit, and, indeed, in a sense, actually had begun it.

Sir Isaac Coffin, baronet, as his name plainly indicates, hailed from Nantucket. He was born in 1759. His father lived in Boston, and was Collector of the Port, but during the Revolution turned Tory. In common with the sons of many other colonial families, Coffin had been put in the royal navy at an early age, rose through all its grades, and finally died in 1839 an admiral. Twenty years after the Revolution, he established the Coffin school at Nantucket, and also made elaborate

provision by will for a naval academy. He even began to execute his own testament by purchasing a brig, supplying her with a crew from his school at Nantucket, and sending her on a ten months' cruise. His project included three naval schools, one at Boston, one at Nantucket, and one at Newburyport, each with its own practice ships.

Certainly Coffin had a remarkable prescience concerning the varied nature of the attainments necessary for the naval officer. His list, while it does not quite tally with that of the many professional accomplishments which our marine warriors of to-day are required to possess, yields nothing to it in point of multifariousness ; for his students were to learn not only everything pertaining to nautical matters, but house carpentry, blacksmithing, knitting, net-making, the art of cooking in all its branches, mixing paint, the "order of slaughtering animals with due economy," the preservation of meats, military exercises and gunnery, and the use of the back-sword. Finally, and wonderful in the British sailor who has always regarded skill in gunnery as inferior to skill in seamanship, he especially prescribed that his young mariners were to be exercised at firing at a mark. He designated their uniform and their diet, and even the flag they should fly, which, singularly enough, was the old pine-tree emblem of the revolting colonists, and ended with the astonishing avowal that his object was to form "a set of men who may be useful to my native country." But this was evidently going too far—at least for a British admiral—for, after a while, he thought better of his benevolence, and cancelled his will. The atonement

which he contemplated was, perhaps, one which, on second thoughts, he could not get himself to make.

The "Rules and Regulations of the Navy" were originally issued by command of the President in 1802. So far as they related to the commissioned and petty officers, they were ample in detail if not in perspicuity. But when they came to deal with the midshipmen—whom they reached after specifying the functions of a master-at-arms and just before they elucidated those of the ship's cook—they became brevity itself. As their provisions remained practically unchanged for many years and exercised an important influence upon the careers of the youngsters of at least two generations, they are here quoted in full:

"Midshipmen. 1. No particular duties are assigned to this class of officers.

"2. They are promptly and faithfully to execute all the orders for the public service which they shall receive from their commanding officer.

"3. The commanding officers will consider the midshipmen as a class of officers meriting in a special degree their fostering care; they will see therefore that the schoolmaster performs his duty toward them by diligently and faithfully instructing them in those sciences appertaining to their profession, and that he use his utmost care to render them proficient therein.

"4. Midshipmen are to keep regular journals and deliver them to the commanding officer at the stated periods in due form.

"5. They are to consider it as the duty they owe to their country to employ a due portion of their time in the study of naval tactics and in acquiring a thorough and extensive knowledge of all the various duties to be performed on board a ship of war."

MIDSHIPMEN OF 1820.

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Whether any other single cause operated more efficiently than these few paragraphs to retard improvement in the education of the young officers of the Navy, may safely be doubted. The popular ignorance of the service and of its needs was reflected in Congress, and when the Board of high officials which produced these rules saw fit neither to describe nor define the duties of midshipmen with any greater precision, certainly it was not unnatural that the legislator should question the expediency of supplying further professional instruction to young men whose usefulness appeared to be of so limited a character.

Of course, the statement that " no particular duties " were assigned to midshipmen was far from accurate, even when viewed as a mere averment of fact. Their functions had been perfectly well known for the last thirty years in the Navy of the United States, and for a period more than three times longer in that of Great Britain. Besides, this regulation was not designed so much to inform as to direct, and when it came to be construed as depriving the midshipman of any specific work, other than keeping a journal and pursuing such glittering generalities as studying " naval tactics " and acquiring a " thorough knowledge " of " all " the duties afloat, leaving him in other particulars to discover what he shipped for by the aid of such light as he could get from the arbitrary orders of his captain, small wonder that the whole duty of the reefer soon became condensed into " doing what he was told, and that —— quick "; and equally small wonder that many of the elder sons of the brine stoutly averred that a rope's end was better than a schoolmaster to help him do it.

Some captains undertook to govern in accordance with supplementary regulations of their own devising, and the "standing orders," neatly written out and posted on the gun-deck, guided the economy of many a man-of-war from the days of Paul Jones onward. In these, a more determined effort seems occasionally to have been made to define the midshipman's duties. The rather slender success achieved is fairly typified by the following extract from the orders of Captain William F. Crane, commanding the *United States* frigate in 1818:

"The midshipmen are to be divided into three watches, and are never to quit the deck until regularly relieved either at meals or at the expiration of their watches. Whenever they are sent with a watering party or in a boat they must recollect the men are confided to their care, and no circumstance can warrant a breach of this important duty. Every proper indulgence will be allowed to the deserving, and the Hon. the Navy Commissioners will be made acquainted with their merits. They are expected to keep regular journals and send their reckonings to me daily. Their advancement depends greatly upon their attention to this important branch of their profession."

Despite all the fog which enveloped the question of what a midshipman's work really was, one duty never lost its brilliant and unique luminosity—and that was that he should keep a journal. Originally this requirement was a good one, not because it was altogether certain that in after-life—say when in responsible command—the experienced officer would recur to this production of his boyhood for professional aid and advice, but simply because it gave him some practice in spelling and writing his own language. It was also supposed to lead him to

a knowledge of composition, but that cannot be safely affirmed, because probably nine tenths of all midshipmen's journals became mere copies of the ship's log, after the following fashion. I transcribe the subjoined extract at random from the journal of Midshipman (afterwards Rear-Admiral) Samuel F. Dupont, made during the cruise of the *Congress* in 1822:

"Friday, July 4th. Commences with the wind moderate and variable from E.S.E. to E.N.E. Standing by the wind and tacking as the wind headed off on either tack. During the night, weather pleasant. Until meridian, cloudy weather. Wind from same quarter.

"Var. 2. p. w.	Lat. obs.	37° 40′ N.
"Sick report, 14.	Long.	20° 45′ W."

Of such valuable information as this there are pages and pages, all laboriously written out.

This particular journal is typical for another reason. In the beginning of it the columns of the log-book showing speed of the ship, force of wind, barometer and thermometer, etc., are carefully copied. Then the writer discovers that he can gradually leave them out and still have his work pass the perfunctory inspection of the captain. Hence he abbreviates his interesting narrative of events by limiting his "remarks" to brief references to the weather. Finally, as the end of the cruise approaches, he reaches (as often as he deems prudent) the acme of laconic brevity by referring to the figure columns only, and thus condensing his whole day's entry into the three mystic words, "as per cols."

However useless the traditional journal afterwards may have become—and there are some who irreverently term

it a mere fetish—it cannot be denied that it had a measurable educational value in the very early days of the Navy when the schoolmaster was not afloat, and even afterwards in those ships wherein the opposition of the captains neutralized the work of the schoolmaster.

The acquaintance required of the midshipman with the manner of " rigging and stowing a ship, the management of artillery at sea, arithmetric, geometry, trigonometry, navigation, and the mode of making astronomical calculations for nautical purposes," all necessary in order to enable him to pass the qualifying examination for lieutenant at the age of eighteen years after two years' service at sea, had to be gained under the conditions of the mixed and multifarious duties which the regulations established for him by assigning him none at all. The usual practice was to neglect theoretical study entirely until within about six months of the dreaded ordeal. Then the candidate would begin to collect information from everybody on points of seamanship, and perhaps borrow a few books on mathematics and navigation, and with the aid of a friendly senior endeavor to learn forms and formulæ by rote. Midshipmen (afterwards Rear-Admirals) Andrew H. Foote and Charles H. Davis were so anxious as to the results of their examinations that they combined forces and jointly produced a text-book on seamanship for their own benefit.

It is a noteworthy fact that the examinations of the midshipmen for promotion were the first of all examinations held in the Navy. The earliest of them was conducted in 1819 in New York by a board of senior captains of which Commodore William Bainbridge was president.

They were lax enough on abstract scientific subjects, mainly because the examiners themselves knew no more concerning these than did the candidates; but in seamanship they were extremely severe. In after years, as I shall show, a youngster might go through his examination in an hour or two, but in the early years of the century it was not unusual for the board to sit for days and call an unfortunate midshipman before it several times for cross-questioning before it would finally consent to pass him. The difficulty of passing may be judged from the fact that eighty-nine midshipmen of the date of 1823 came up for examination, and only thirty-nine of them succeeded.

"THAR' AIN'T NO MO' DUFF, GEMMEN!"
From the author's "Shakings," 1867.

CHAPTER IV

Wherein we Begin the Consideration of the Midshipman of the Old Navy—a Delightful Young Officer, as Extinct Nowadays as the Dodo, save in so far as he Survives in the Personalities of Sundry Gallant and Venerable Rear-Admirals, who have mainly Remembered what is here Set down

I PROPOSE now to sketch the manner of life and the surroundings of the midshipman of the "old Navy," and thus to show the conditions under which our earliest experiments in naval education were tried. If I dwell upon his peculiar boy nature, his odd habits and customs, all more or less modified by the "sea change," it is because these all had their influence upon the attempts which were made to instruct him and upon the results which in time were achieved.

His connection with the service began shortly after the receipt of the following epistle:

"NAVY DEPARTMENT.....182..

"*Sir:*

"You are hereby appointed an Acting Midshipman in the Navy of the United States; and if your commanding officer shall, after six months of actual service at sea, report favorably of your character, talents, and qualifications, a warrant will be given to you bearing the date of this letter.

"I have enclosed a description of the uniform and the

requisite oath; the latter when taken and subscribed you will transmit to this Department with your letter of acceptance, in which you will state your age and the place where you were born. Your pay will not commence until you shall receive orders for actual service.

"I am respectfully, etc.

.....

"*Secretary of the Navy.*

"To Acting Midshipman
"JOHN JONES, of Connecticut."

Prior to 1820, the uniform of the midshipman was pretty much anything in the shape of nautical appearing clothes which he chose to wear. After that date he was attired in a blue cloth coat, with linings of the same material, having short turned-over lapels with six buttons on a side. His collar stood up in the exaggerated fashion of the times, and each point was ornamented with a diamond of gold lace, two inches square. No buttons decorated his cuffs or pockets, and his vest and pantaloons were plain white without ornamentation. When in full dress, he wore a cocked hat without lace, half-boots, and a cut-and-thrust sword with yellow mountings; and for undress, a short coat with a rolling cape having a button on each side. After he had passed his examination for lieutenant, gold stars were placed within the diamond on his coat collar. He was free to choose any head-gear which pleased his fancy, except on ceremonial occasions, when the cocked hat was prescribed; nor does there seem to have been any restriction upon the color of his trousers, when white ones were not especially ordered. This was the uniform of which the description was enclosed in the official letter already quoted.

The young acting midshipman's first appearance upon the naval scene was when he joined a receiving ship. That vessel was not the antiquated and dismantled hulk which nowadays we retain in navy yards because it is traditional to make Jacky (as the enlisted man is familiarly called in the Navy) begin his career afloat, but a ship available for sea duty if needed.

There was very little of the " smart ship " about the " guardo." Drafts of men were going and coming constantly, there was never-ending bustle and confusion, and to all the sights and sounds of this strange world into which the candidate for future naval honors found himself unceremoniously thrust, there was added an odor which once smelled is never forgotten, and which seemed to be composed of the combined effluvia of rum, tar, bean soup, tobacco smoke, and bilge water—the fragrance of the last predominating as the profounder abysms of the hold were reached.

The boy who comes from home to the Naval Academy of to-day steps into an environment of luxury as compared with that which welcomed the green " younker " of sixty or seventy years ago. There was always twilight in the steerage of a receiving ship, and dirt and cockroaches galore, besides a general chaos of furniture and personal belongings, because every one of its inhabitants expected soon to be transferred to a sea-going vessel, and hence deemed it needless to settle down and be orderly. The older midshipmen were rough, riotous, and, to the newcomer, merciless. If he did not have a strong arm and a ready fist, woe betide him; for nothing but the law of might makes right prevailed.

At first, the life was one of unalloyed wretchedness mingled with constant surprises. An old midshipman, who has put his experience in print, says that his first day caused him feverish excitement, because the noise and confusion about the decks led him to believe that the ship was continually catching fire, and that he repeatedly rushed terror-stricken from below in order to save himself. Another source of dismay, which he pathetically notes, was his hammock, with which he made his first acquaintance before it was unlashed, and thereupon concluded that the only way to sleep in, or rather on, it was by straddling it. He thought so seriously over this during his first watch that when he went below, in order to turn in, he had made up his mind to resign at once. Fortunately, his hammock had, meanwhile, been prepared for him and swung; so that he perceived his error, and reconsidered his determination.

The older officers of the Navy still recall the stories about the greenhorns which their seniors used to tell, years ago, around the "smokers' lantern." There was one about a youth always described as "Beverly," who hailed from the sunny South. He arrived on board the "guardo" on a cold winter's night when she was moored to the Cob Dock in the New York navy yard, attired in full majesty of cocked hat and dirk. The hatch covers and tarpaulins were all on, in order to keep the ship as warm as possible below, and Beverly, who seems to have been put immediately to stand the first night watch, was instructed not to let the men come on the spar-deck. So he marched up and down alongside the main-hatch.

It happened, however, that the quartermaster, who had gone off duty at eight o'clock and was in his hammock, suddenly remembered that he had forgotten to tell his relief the state of the tide, so without waiting to attire himself he ran up on deck in a breezy costume, only to encounter Beverly, who immediately assumed his presence to be gross disobedience of orders, yelled "Mutiny," and attacked him with his drawn dirk. The quartermaster made for the forecastle with Beverly in pursuit, but unfortunately tripped over a coil of rope, so that Beverly not only tumbled over him but scratched him with his dirk as he fell. The word at once was passed that there was "a mad midshipman on deck," and a general exodus to the place where Beverly and the disrobed and much-affrighted quartermaster were rolling over one another ensued. Quiet was not restored until the first lieutenant hauled Beverly off his victim by the legs, confiscated his dirk, and sent him below under arrest.

After a brief stay on the receiving ship, the new midshipman was usually sent to a cruising vessel, most commonly to one which happened to come to the navy yard for repairs or to make changes in her crew. Then he would be obliged to undergo a new course of torment from the older members of the steerage mess. Sometimes, for example, he would find his hammock suspended by a slippery hitch which would suddenly lower his feet to the deck below after he had become comfortably ensconced for the night; or the foot clews would be partly cut, an operation called "sawing the bed-post," and intended to produce the result which has already

been stated; or he would be lashed up in his hammock of a morning and left until somebody was considerate enough to cast him loose. Occasionally, as a variant of this, he might retire to his hammock at night to find some one already securely lashed up in it, the "some one," on further investigation, proving to be the captain's goat. This was before the days of condensed milk, and a goat was often carried on sea-going ships to supply the captain's private dairy. One of the most common of his initial experiences was to be hastily despatched to the first lieutenant with a lurid report concerning some dreadful misdeed of Charles Noble; only to encounter the grins of the bystanders, and a solemn "wigging" from his superior for greenness in not knowing that this was the time-honored cognomen of the galley smoke-pipe.

The number of midshipmen on board depended upon the size of the ship. The *Brandywine* in 1825, for example, carried twenty-five; four being detailed for watch on the forecastle, three being master mates of decks,—the duties of which will be hereafter explained, —one being stationed in each of the three tops, and the rest assigned as "gentlemen of the watch" or assistants to the lieutenant in charge. That was rather an extreme number, yet fifty-two years later the *Franklin* frigate carried twenty-seven.

They were not always berthed in the cockpit, as that delectable abode was frequently reserved for a select coterie made up of the schoolmaster (before he became dignified by the title of professor), the assistant surgeons, the purser's and captain's clerks, and sometimes

the flag lieutenant, who existed there as happily and pleasantly as human beings could be expected to live when six feet under water, within the nethermost bowels of the ship, and having immediately over their heads the wild pandemonium of the midshipmen's mess.

The youngsters lived in the steerage, or, as it was sometimes called, "gun-room," a section of the berth-deck just forward the ward-room. Fore-and-aft partitions divided the steerage into three parts, lying respectively on the starboard and port sides of the vessel, with the "country," or space amidships, into which, of course, the hatchways above opened. Directly against the sides of the ship inside the wing-steerages were built small lockers, and below these extended a long settee or transom. Below the transom were drawers corresponding in place to the lockers above. In these lockers and drawers the midshipmen stowed their clothing, sometimes a difficult matter, because the cubic contents of each man's locker was small. The general rule, therefore, was to stuff as much into the locker space as possible and then force the door shut by lying down and bracing the feet against it. The principal difficulty about this was that when the locker door was opened by some one not knowing its particular stowage, the contents were apt to jump out jack-in-the-box fashion.

In one of the steerages, sometimes in the "country," when the arrangement of hatchways and ladders therein permitted, was the mess-table, firmly secured to the deck. As many camp-stools were provided as there were members of the mess. The toilet arrangements were primitive, and rarely consisted of more than one or two

rude washstands with tin basins, into which water was poured from a deck bucket as the youngsters performed their ablutions in turn. Sleeping was done entirely in hammocks suspended from hooks on the beams. Each midshipman had his own hammock man, or "cot-boy," whom he chose from the crew, and who usually received in return for lashing and stowing the hammock in the morning and getting it from the nettings at night, and scrubbing it when the hammocks of the men were washed, an extra glass of grog, and after grog was abolished, two or three dollars a month and an agreed amount of salt-water soap and plug tobacco. The hammocks of the midshipmen were similar to those of the crew, but had a mattress and much more bedding than Jacky was permitted to indulge in. When they were swung in their places, they were extended by cross-sticks or spreaders so as to make broad and comfortable beds of them—another luxury quite out of the question for Jacky, who, owing to the restricted space of the berth-deck, where the hammocks of the crew are swung at night, was generally limited to an area of but eighteen inches in width.

On top of the lockers, there was usually an indiscriminate mixture of clothes, sextant-boxes, books, swords, boots, and pretty much everything which could not be jammed into the closets. At the end of the row there was frequently a space, generally known as the "pea-jacket hole," into which everybody contributed his pea-jacket when not in use, and from which everybody extracted *a* pea-jacket when he wanted one, quite regardless of individual ownership.

REESE LIBRARY OF THE UNIVERSITY OF CALIFORNIA

The old midshipmen of the "twenties" and "thirties" used to carry this community of garments to a ludicrous extreme. When any one of them wanted to go on shore he generally supplied himself by promiscuous borrowing, getting a coat from one, a hat from another, boots from a third, and so on. This was done not from choice altogether, but from motives of economy. The youngsters discovered that their pay was not enough to warrant everybody having a full outfit, so they frequently acquired only just enough garments to let, say, a third of their number go ashore, properly attired, to a party or similar function. It was generally understood that no invitation that included the whole, or even the majority, of the steerage mess could be accepted, because there were never enough clothes suitable for a festive occasion to go around.

Several secretaries of the navy unavailingly fulminated against this community of apparel. Secretary Southard, in 1825, expressly ordered Commodore Warrington to put a stop to the practice. "The habit of borrowing money and articles of clothing," solemnly says Secretary Woodbury, in 1831, "produces improvidence and uncleanliness, and ought to be repressed as far as it can be done in the proper exercise of authority and advice." When the *Potomac* went to Quallah Battoo in 1831, her orders contained a special paragraph about it.

Light in the steerage came down through the large hatchways and through the air ports in the side of the vessel. In the old ships, the air ports were mere openings closed by a heavy bolt of oak which the carpenter calked as he did all the other ports in the berth-deck and

ward-room before the ship went to sea; but in the newer ships glass deadlights, such as are still used, were supplied, and the steerage was then fairly well illuminated. At night there were swinging oil lamps, and fixed deck lanterns, by the light of which one could see to write a letter if a place could be found not occupied by a hammock, but the midshipmen rarely used the steerage as a sitting-room evenings on vessels larger than a sloop-of-war, preferring to gather around their "smokers' lantern" at the extreme forward end of the starboard side of the gun-deck; the commissioned officers similarly congregating on the port side. When the steerage was of necessity the meeting-place at night, the swinging of hammocks directly over the mess-table was prohibited, and all hands would gather around it and spin yarns or tell stories. The latter were hardly adapted to drawing-room uses, but there was a rough sort of supervision exercised, and when one of the " oldsters " jabbed a sheath-knife into the table (*Maxima debetur puero reverentia*) the small youngsters went on deck to observe the weather.

As a rule, however, the ward-room officers disapproved of the gathering of the midshipmen in the steerage. They were noisy, and disturbed the sleep of the lieutenants off watch, or set up opposition shouts and story-telling to that which went on in the ward-room. They had also the persistent habit of " bulkheading," which meant saying savage things of any officer who had fallen under their displeasure, which, of course, they would not dare to do openly, but which it was intended nevertheless he should hear through the thin bulkhead or partition which separated the ward-room from the steerage.

In winter time or in cold latitudes the sailing ships were very uncomfortable, for they had no regular heating apparatus. The crew would keep as close to the galley range as possible, and in the cabin and ward-room there might be small stoves, but the steerage contrivance was usually a bucket of sand with a hot twenty-four-pound shot buried in it, as many midshipmen inserting their feet into the bucket as possible.

Ships that had been long in commission, especially on tropical stations, were generally alive with cockroaches—which were rather tolerated, as there was a theory that they drove out worse vermin. Rats there were in abundance, which nobody minded.

The character of the steerage food depended upon a variety of fortuitous circumstances. Mess bills were usually collected once a month, always as soon as possible after pay day, and for perhaps two weeks thereafter the youngsters, if in port, would luxuriate in fresh meat, vegetables, and "soft-tack"; but by the end of that time the caterer would begin to discover that he had under-estimated the voracity of the general appetite, and slowly but surely the steerage bill of fare would begin to show a greater proportion of Uncle Sam's pork and "salt horse." Much discontent would then appear, the growls would become fiercer and fiercer, and, finally, just at the time when a rebellion and overthrow of the caterer seemed inevitable, pay day would come around again, and the mess would be appeased, if especially violent, by offerings of confectionery or even wine.

Some of the attempts at housekeeping by the youngsters were exceedingly funny—none more so, I fancy,

than those described by Admiral Phelps of the ward-room and steerage caterers to supply their respective messes on the *Boston* when she was fitting out for what proved to be her last cruise, in 1846. The usual collection of funds was made, the caterers duly appointed and sent ashore to make purchases, while the other officers remained on duty on board ready to receive the marketing. On the first day all that arrived from the steerage caterer were three gallons of whiskey, six jars of pickled oysters, and a few pounds of crackers. The mess rebelled at once in the face of such diet, and sent to the ward-room to borrow something more solid for dinner. The ward-room replied that its receipts to date were ten gallons of whiskey, twelve jars of pickled oysters, a box of crackers, and a piece of cheese. Both messes subsisted on this bill of fare for the first twenty-four hours; also for the second similar interval, nothing more meanwhile having come off, and the caterers having disappeared. On the third day some packages arrived, and were hailed with shouts of delight. Those belonging to the steerage were at once opened. The contents, besides more whiskey and more pickled oysters, consisted of twelve dozen bottles of pepper, twelve dozen bottles of sweet oil, twelve dozen bottles of salt, twelve dozen bottles of Worcestershire sauce, and twelve dozen jars of pickles. The ward-room inventory was the same. Then both messes solemnly convened and "broke" both of the caterers, selected new ones, and investigated. Ultimately it was discovered that out of a total of $1200 collected, over $1100 had been spent for liquors and wines, and the rest for condiments. All of the provisions were

shipped back ashore, and after many stormy interviews with the purveyors, the messes finally got something more substantial to appease their appetites.

That, however, was port routine. At sea the collapse always occurred after the first two days out. Invariably the caterer would be severely lectured as to the necessity of laying in stores, and regularly he would affirm that he had done so—and, just as regularly, they would be devoured within the first forty-eight hours. Then the fare, especially if the ship had been fitted out for a long cruise, was apt to be pretty bad, — hard-tack infested with weevils (they used to improve it by baking it until crisp, weevils and all), beef, tough and indigestible, but generally sweet enough,—thanks to the brine in which it was soaked,—and squashy rice. The pork and the bean soup were generally rather better, and an experienced caterer could often get up a " scouse " (hard-tack softened with water and baked in a pan with plenty of pork fat), or even venture upon saleratus biscuit occasionally. There were other compounds invented by the blue-jackets to which the steerage mess, when hard pressed for variety, would take refuge: such as " dunderfunk," which, like scouse, was made of pounded hard-tack, but mixed with beef instead of pork, fat, and plenty of molasses, and then baked; or " burgoo," which is merely oat-meal porridge overboiled; and various mysterious combinations known as " dough-boys," " lob-dominion," " skilla gallee " (or " skilli-gallilee "), and " dog's body." Butter, when they had any, they generally designated by the nautical name for all grease, to wit, " slush "; and, of course, " soft-tack " or " soft Tommy " meant " shore

bread," and not crackers or "hard-tack." Besides, on Sundays, there was always that toothsome dainty, "plum duff," a flour pudding with fat in it, and about as heavy as so much lead, but stuffed full of raisins and eaten with plenty of New Orleans molasses. Its filling quality left nothing to be desired, whatever else one might say about it. Coffee, cocoa, or tea was made as the mess preferred. The older midshipmen drew their grog ration, and invented various ingenious ways of getting that of the younger ones when the captain paternally interposed his veto on the latter indulging in spirits, however much diluted. Ultimately, however, after much consideration and after getting voluminous reports from the principal navy surgeons, the Government, in 1842, stopped the grog of the midshipmen altogether. This was long before the grog ration was abolished throughout the Navy.

FIRST NIGHT IN (?) A HAMMOCK.
From the author's "Shakings," 1867.

CHAPTER V

Wherein we Learn more about the Sea-Life of the Old "Younker" and Join him in his Amusements and his Songs

IN the old ships the curious custom often prevailed of fixing the hour for dinner according to rank,—the loftier the position, the later the hour. The commodore, accordingly, dined at five o'clock in the afternoon, the captain at three, the ward-room at two, and the midshipmen at the same time (noon) as the crew.

As for the table furniture of the midshipmen's mess, it could not be called luxurious, even when the members were not reduced to the necessity of drinking soup in turn out of a cigar-box, as Rear-Admiral Franklin records. They usually had what was once a castor, disposed purely for ornamental purposes, for the bottles were always broken, in the middle of the table; a collection of china, all more or less nicked and cracked; a disheartened coffee-pot, which usually looked as if it had been trodden on, and table knives hacked into hand-saws. The tablecloth —a port luxury—was liberally patched by the sailmaker. The attendants were ship's boys,—often negroes,—whose lives were simply inconceivable. I shall not attempt to describe them—no one but a Dante could do so; and yet I doubt if Dante himself would ever quite appreciate

the terror and anguish which fills the African soul when a gang of conscienceless imps suddenly decides to administer correction by shying tin pie-plates, edge on, at the delinquent's shins—a favorite mode of summary punishment.

At sea, the midshipmen were never allowed to go into more than four watches, and very often they were required to stand in three. In the latter case there is a turn of watch duty during some part of every night; in the former, every fourth night is an unbroken "all night in." They could always be relied upon, however, to exercise a singular ingenuity in splitting up watches, so as to get as much time off duty as possible; and that was one of the numerous instances where the first lieutenant was compelled to keep his wits pitted against theirs to catch them. This habit prevailed even up to a late period. I can recall an instance where an excellent executive officer having omitted to mention into just how many watches the steerage should divide itself, it proceeded to organize into no less than twenty-seven—that being the total number of midshipmen on the ship. The agreeable effect was to require each individual to stand but one watch in four days. The plan worked admirably for some time, but when it was discovered they all went into three watches, and stayed there for many months.

In port, the midshipmen generally arranged their hours of duty so that they could get one day ashore out of three; but this was often materially shortened by careful first lieutenants, who limited their liberty to begin after morning "quarters," and to end at sundown.

Nearly all the old works on seamanship and every "guide for the young officer" specify with great detail the duties of a midshipman, but probably no midshipman ever existed who performed them as they are laid down —especially when the regulations did not enforce them. At sea, his principal station was on the lee side of the quarter-deck, and his particular province to see that the orders of the officer of the deck were promptly obeyed by the watch. During the day, this merely involved making the boatswain's mates drive the men to the ropes, and occasionally bawling, "All ready, sir," when the order of execution was to come from the watch officer, or else adjuring the men to "haul away" or "pull together," if left to carry out the direction alone.

At night, when the men, excepting those on lookout, were usually permitted, if the weather were good, to lie around the deck asleep, the task of the "gentleman of the watch" was less easy, since he had to "rout them out" from under the boats or boom covers or any other secluded places in which they might conceal themselves. That was disagreeable, especially when you wanted to sleep yourself, and had acquired the art of doing so while standing up, or sitting apparently upright on an arm-chest, together also with an astonishing ability to give an immediate and proper response to a call from the watch officer before you got your eyes open.

I doubt if any one ever rivalled a midshipman in that peculiar capacity for standing watch in a semi-cataleptic state, or, any how, with one half of his dual brain peacefully slumbering; or in the selective skill with which he would discover a comfortable couch in things apparently

the last adapted to that purpose. Long after the carronades of our old ships had been proved to have neither range, penetration, nor capacity for hitting anything with their shot, they retained a unique popularity among the midshipmen, because the slides upon which they were mounted were so convenient for going to sleep on. So were the slides of 11-inch pivot guns, in later days.

A complaisant officer of the deck, when the weather was fine and the ship at anchor, would sometimes send half of the midshipmen of the watch below to "watch the cable,"—which meant turning into their hammocks. When this was prohibited, a favorite expedient of the youngsters was to take turns in getting into the long troughs above the bulwarks in which the hammocks are stowed in the daytime,—termed the "nettings,"—pulling over the tarpaulin covers so as to insure concealment, and then going immediately to sleep. This, however, always involved the posting of sentinels, whose duty it was to keep an eye on the officer of the deck, and to alarm the sleepers in event of a sudden call.

During the principal evolutions of the ship, two midshipmen were usually stationed in each of the tops. It was their duty to repair to their stations in advance of the men when the hands were called to loose or furl sail, to send up or down yards, or to do whatever else was required, and to direct the work of the men on the yards, making them keep silence, lay out or in quickly at the order, handle the sail rapidly in furling, trice up and lower the studding-sail booms at the command, and so on. In reefing they remained in the slings of the topsail-yards and drove the men out on the yard-arms. If the

men hesitated—as in a storm—the midshipmen would often lead the way, and take the most dangerous places. When the ship had an overplus of midshipmen, one was kept on night watch at sea in each top, and he invariably went to sleep—since there was usually a Jacky or two aloft who could be sternly ordered to keep a sharp ear for hails from the deck.

In port, the midshipmen who were off watch and not entitled to "day's liberty" were obliged to stand by for boat duty—no boat leaving the ship without a midshipman in charge, who was answerable for her appearance, the management of the boat's crew, and the correct performance of whatever task was assigned. Some youngster who had enjoyed an "all night in" was generally obliged to get up at five A.M. and take charge of the market boat, which conveys the stewards and other purveyors ashore to make their purchases for the day. At the present time there is nothing especially arduous about boat duty, since the men do not habitually desert whenever they get a chance; but in the old Navy, Jacky and the midshipman waged a perpetual struggle, the one to run away at the first opportunity, the other to prevent his doing so. Not that the latter ever cared a straw in the abstract whether Jacky deserted or not, but because certain retribution in the form of a stoppage of his liberty, several hours at the masthead, extra watch, or some other penalty which the first lieutenant might select as appropriate to the misdeed, awaited him on board should he return with any of his boat's crew missing. Nor was there any particular reason why the enlisted men should have had the mania to desert which for

years they seemed to possess, especially when they often left behind considerable sums due them on the pay-master's books. But desert they would; and as the boat drew alongside the landing, you would see the youngster rise, draw his sword, and order the boat backed in stern foremost, so that he could leap out first and grimly stand guard ready to impale, if need be, the first blue-jacket who ventured to leave his thwart without permission.

At quarters, at the guns, the midshipman acted as an assistant to the officer commanding the division, seeing to it that the men promptly and properly manned the several tackles for running the guns in and out, that boarders, pikemen, sail-trimmers, or firemen, as the case might be, promptly responded when called away, and that the powder-boys got a proper supply of cartridges, and did not indulge in fights among themselves at the powder-scuttles. The midshipmen of the division were also charged with the duty of overhauling the men's clothes once a week or so, and seeing that they were in order and properly mended,—an attention, by the way, which they very seldom gave to their own.

On large vessels it was customary to detail five of the oldest midshipmen as "master's mates." Three were usually assigned to stand watch on the forecastle, as assistants to the officer of the deck. They looked after the management of the sails on the foremast and head booms, and were especially charged with the heaving of the log to determine the ship's speed. The remaining two were the master's mates of the berth-deck and hold, who stood no watch, but superintended the expenditure of provisions, water, and spirits, made the rough copy of

the ship's log from the log slate, and were responsible for the cleanliness of the lower portions of the ship. Sometimes there was also a master's mate of the gun-deck, who kept order among the men thereon, attended to the issuing of provisions, and was especially required to supervise the "splicing of the main brace," as the serving out of the grog was termed.

On small ships, any of the midshipmen might be entrusted with the care of the forecastle under the lieutenant of the watch, or even put in command of the deck itself in port or at sea when the weather was fine and settled. On such vessels, commissioned officers fraternized with them, or, at most, no great distinction because of rank was drawn. On flagships especially, and ships-of-the-line and frigates, the separation was strongly marked, the ward-room officers having practically no intercourse with the steerage officers, other than official, when aboard ship, and always maintaining a haughty reserve when off duty ashore.

The captain, however, could unbend, and used to do so regularly at intervals, by ceremoniously inviting the midshipmen of the morning watch to breakfast with him in his cabin, or he might single out some victim standing by for boat duty to dine with him in the afternoon. That was an awful and solemn occasion for the youngster, who generally maintained a sombre gravity of deportment, as, on the whole, about the safest thing to be done in the circumstances, and permitted his commander to do all the talking to any one else who might be present at the festive board. If he were experienced, he would retire promptly upon being requested to ascertain the

direction of the wind or of the ship's head, and return with a word of report, and then instantly take his final departure. That was the etiquette of getting rid of him.

On board ship, the captain is lord of the time, and whatever the sun may have to say on the subject is of no consequence until the cabin formally approves. In the old ships the sailing-master used to "take the sun" at midday, and when his sextant indicated that that luminary had reached its greatest altitude, he would turn to the officer of the watch, touch his cap, and report noon. Thereupon the watch officer would direct the midshipman to go to the cabin and inform the captain of the suggestion of the sailing-master. Then the colloquy would be:

MID. "Twelve o'clock reported, sir."

CAPT. "Make it so, sir." (*Exit Mid.*)

MID. (*to deck officer.*) "Captain says make it so, sir."

OFFICER OF DECK (*to Quartermaster.*) "Strike eight bells!"

Pretty much the same observances are gone through now, except that the sailing-master is replaced by the navigator, who always ranks the deck officer, and therefore does not touch his cap first.

This was one of the ceremonies in which the very green youngster frequently came to grief by informing the captain, not that twelve o'clock had been reported, but that

"It is twelve o'clock, sir."

To which the reply generally was:

"Oh, is it? Since when, sir, did you assume command of this ship?"

And then followed the usual order to go out and do it over again, and not to forget another time.

They were tremendous functionaries, the old commodores and captains of our Navy. A retired rear-admiral not long ago naïvely confessed that the mere name of Commodore Ap. Catesby Jones still frightened him. Some of the captains were even more awe-inspiring despots than the commodores. There is a tradition that Senior Flag-Officer Charles Stewart was once so bullied by his flag captain, that when he wanted to go a-fishing in his barge he did not dare appear on the quarter-deck of his own flagship in his fishing clothes, or have the boat called to the gangway, but after she was manned caused her to be dropped to the hanging Jacob's ladder which depended from his cabin window at the stern, and down this he and his midshipman aide (and abettor) scrambled, while the captain, with folded arms, silently glared at him over the taffrail.

And yet that same captain did not escape the jokes of his youngsters. It is said that once, on a Sunday-morning inspection, he found the precincts of the galley decidedly grimy. Thereupon, after bestowing upon the midshipman in charge of that part of the deck a merciless scolding, he ordered the youngster to give everything in the vicinity a double coat of whitewash.

"Everything, sir?" meekly inquired the midshipman.

"Did n't I speak plainly enough, sir, or are you deaf? Yes, sir, everything, everything," replied the great man.

"Very good, sir."

Next morning the captain had no milk for his tea. "The goat would not give any," reported the steward.

"Go get that goat, and bring her here," ordered the commander.

Then fell the avalanche, for, instead of a glossy black animal, there came aft one of snowy whiteness. The youngster had been ordered to whitewash everything. The goat was stabled in the "manger" at the forward end of the gun-deck near the galley. He had duly given her two coats of whitewash, and Nanny mutinied at once. That youngster went under arrest and stayed there until the captain's sense of humor got the better of his annoyance.

In common with the other warrant officers, the midshipmen used the port gangway in coming on board or leaving the ship, and never the starboard, which is sacred to commissioned rank; and if they came alongside at night they answered hails from the ship with a shout of "No, no," and not "Hello," which belongs to the Jackies, nor "Aye, aye," which the ward-room officers alone return, nor the name of the ship, which is only for her captain, and of course not "Fleet" ("Flag" nowadays), which nobody but the commodore dares reply.

So far as amusements were concerned, the old-time youngsters had very few. When they got "liberty" ashore, they frequented the cafés and saloons, and disported themselves about the same as any boys of eighteen or thereabouts would do when practically free from restraint. They certainly could not indulge in very expensive luxuries on their pay of nineteen dollars a month and one ration; and their shore enjoyment on "day's liberty" was always tempered with the carking knowledge that when they returned on board at night there

was a dreary four hours' watch waiting for them, no matter how sleepy or tired they might be.

Probably the place which came nearer to the old midshipman's idea of Paradise was Port Mahon, on the island of Minorca, a favorite rendezvous for our ships in the Mediterranean for many years,—Mahon, whither Jack believed everything afloat in the Mediterranean finally drifted, and embalmed his superstition in the doggerel which all the Navy knows:

"Off Cape de Gat
I lost my hat,
And where do you think I found it?
At Port Mahon,
Behind a stone,
With all the girls around it";

Mahon of the red-legged partridges and "monkey soup," and the illimitable family bearing the name of Orfela; Mahon of the toothsome datefish and the succulent "salsiche" sausage; Mahon, that was whitewashed all over every Saturday afternoon; Mahon, which stabbed Jack Patterson, sailing-master, and has guarded the secret of the crime these sixty years; Mahon, where even midshipmen could borrow money and yet be prevented from paying the debt with the maintop bowline, which means not at all; Mahon of the best nougat in the world, and of other confections dear to the sweet tooth of youth; Mahon of Conchita and Mercedes, and—but ask any of the old gallants on the retired list if you want more. Ask them to tell you of the masquerades and the fandangoes, and show you the steps of the rigadon.

Did not Andrea Doria say of it, in bad metre but good truth,

" Junio, Julio, Agosto y Puerto Mahon
Los mejores puertos en el Meditèrraneano son "

and he only meant that it is a safe harbor, which is true, since it is almost an inland lake. But our old midshipman knew of places there—not like " Mother Ryley's," or " Codfish Bill's," or the " Jack-knife Hotel," or the " Sailor's Last Push," or the " House of Blazes," where the blue-jackets went,— but quieter retreats where he could gamble away his last copper at monté, and come back aboard singing,

" So of all the ports I have been in
Mahon is the best of them all;
There 's no other place that so quickly
Will prove a poor sailor's downfall "—

or perhaps never return at all, but just lie quietly looking up at the sky with sightless eyes and with a messmate's bullet in his heart, at the " Golden Farm " or " Hospital Island," where the duels were fought. Perhaps it were better to have ended that way than to have become one of the wrecks, of which Mahon made too many, among the careless youngsters of the Navy, years and years ago.

It does not do so any more. It is quiet now and stupid; a good place to lie at anchor while catching up with overdrawn pay on the books, because there is nothing especially attractive on shore and no temptation worth mentioning to spend money.

How the youngsters of the Navy did lord it over that

place half a century ago! Imagine the commander-in-chief of the European squadron of to-day gravely issuing an order, as did the commander-in-chief of 1839, to scold the midshipmen of the fleet for racing and galloping through the streets of the city, "to the extreme of nearly trampling upon the late Governor Don Manuel Obregon on the road to Georgetown." Of course the town became Americanized. In the same year above mentioned, the Secretary of the Navy found it necessary formally to prohibit marriage with the fair daughters of Mahon on account of the international difficulties incident to large families of mixed Spanish and Navy-American blood becoming dependent on United States pension legislation.

On board ship there was no amusement for the midshipmen save such as they made themselves. There were always yarns to be told around the smokers' lantern, up forward; not new yarns, for they gave out, as a rule, before the ship got off soundings, but old barnacle-encrusted yarns told by a

> " melodist unwearied
> Forever piping songs forever new "

to listeners as tireless and as appreciative as those who had laughed at Squire Hardcastle's famous story of " The Grouse in the Gun-Room " for " these twenty years."

And they were often such exasperatingly pointless stories, gathered no one knows how, and repeated from sheer force of habit. Admiral Ammen cites two of this kind, which are typical. The first, of a highly moral and edifying character, is about a rude boy who was

found on the top of an apple tree by the owner of the orchard, who desired him to come down, but the boy would not. Then the old man threw a few tufts of grass at him, which only made the boy laugh. "Very well," said the old man, "if neither kind words nor gentle deeds will bring you down, we will see what virtue there is in these." So he picked up stones and threw them at the boy, which soon made the young sauce-box descend and beg the owner's pardon.

Just what the midshipmen on the *Vandalia* in 1838 saw in this tale, pilfered, as it was, from Webster's *Spelling-Book*, that could in any wise be called entertaining, is obscure; nor is any light shed on the subject by a consideration of its companion anecdote, which invariably went with it, as follows:

There was a purser in the British navy who met a midshipman walking on the island of Jamaica. The purser was described as a man with two eyes and the merest apology for an abdomen, and the midshipman as a great burly fellow "three sheets in the wind." On passing the purser, the midshipman paid not the least regard to his presence, whereupon the purser took him to task for not saluting. The midshipman eyed the purser with contempt from head to foot, and then hit him in the eye, remarking, "Take that, you —— old sea grocer!" That was all of it. Inquiry invariably followed as to whether the purser lost his eye, or indeed whether the loss of an eye by a purser would necessarily lead to the formation of a larger abdomen, and there were also several questions based on the occurrence taking place in Jamaica; but the narrator never answered them.

I am inclined to think that perhaps the wiseacres of the Navy Department recognized positive ill effects from these deadly yarns; at all events, it is difficult otherwise to interpret the Secretary's official instructions to Commodore Downes when the *Potomac* sailed on her famous voyage to Quallah Battoo, in especially ordering him to enjoin on " all grades of officers not to relate anecdotes which do no credit to the individual members of the profession nor the character of the service."

Finally, when the stories of the steerage became unendurable, there was always the resource of listening to the men's yarns, which the youngster could do if he were on watch; but then he would generally hear an instalment of that never-beginning and never-ending tale, " Jack and the King." There was no plot to it, and everybody could tell it because every one " made it up as he went along," and save that it dealt with the adventures of Jack and a king who joined company with him for some occult reason, the yarns told under the same name by different improvisers had no possible relation to one another.

Then there were the songs — real sea-songs, not " shanties," those mere working rhythms descended from far-off antiquity which never had a moment's place on a man-of-war except in the alleged sea-novel. Jacky never sheeted home topsails on a frigate in his life to howls of " I wish I was in Mobile Bay, Way hay knock a man down," or " Shenandoah 's a rolling river," or " We 're homeward bound with a roaring breeze "; nor did any one on board war vessels sing these things. Neither do I count the spurious sea-songs of Dibdin,

paid £200 a year by the Admiralty to write them, in order to veil the horrors of the press-gang, which were not sung by sailors except on the stage, and which Thackeray, and after him Gilbert, have so well parodied. Nor yet such mythological and allegorical efforts of the laboring muse as

" O'er the mountains the sun of our fame was declining,
And on Tethy's billowy breast
The cold orb had reposed, all his splendor declining,
Bedimmed by the mists of the west "—

which was written for a " sea-song," but which seems better adapted to the needs of a congress of professors of rhetoric.

Of the songs of English origin, the prime favorite of the steerage was often the "Mermaid," beginning,

" On Friday morning we set sail,
It was not far from land,
Oh, there I spied a pretty maid
With a comb and a glass in her hand.
The stormy winds did blow
And the raging seas did roar
While we poor sailors went to the top
And the land-lubbers laid below "—

and ending with

" Three times round went our gallant ship
And three times round went she,
Three times round went our gallant ship,
Then she sank to the bottom of the sea."

Then there was "Sailing down on the High Barbarie," which is also of British origin, and the traditional "Sweethearts and Wives," which is a toast and not a song,

although some verses were written on the subject and sung during the "thirties." The first stanza runs thus:

"Come send round the can though the last of our lives,
And this night we will drink to our sweethearts and wives,
And pledge them the warmer and dream of them more
The farther we sail from our dear native shore."

As the other four stanzas are even worse, they are omitted.

Most of the American songs were written shortly after the war of 1812. They were, as a rule, too "spread-eagle," too figurative, too turgid to appeal to any one even if they were sung to the old tunes. Two, called respectively, Lawrence's "Tid-re-I" and Bainbridge's "Tid-re-I," were descriptive of the sea-fights, but contained the usual spoken patter between the stanzas, and too evidently had their origin in the stage sailor with the blue jacket and shiny hat.

The songs, however, which were most sung were "The Constitution and the Guerrière," and after 1840 "The Roaring Brandywine." All over the world, wherever an American man-of-war anchored would come from ward-room and steerage and forecastle alike the thundering refrain of

"The *Guerrière*, a frigate bold,
On the foaming ocean rolled,
Commanded by proud Dacres, the grandee, oh,
With as choice a British crew
As a rammer ever knew
They could flog the French, two to one so handy, oh"—

and these were the popular verses:

"The British shot flew hot,
Which the Yankees answered not
Till they got within the distance they call handy, oh.
Now says Hull unto his crew,
'Boys, let 's see what we can do,
If we take this boasting Briton, we 're the dandy, oh.'

"The first broadside we poured
Carried her mainmast by the board,
Which made this lofty frigate look abandoned, oh.
Then Dacres shook his head,
And to his officers he said,
'Lord, I did n't think these Yankees were so handy, oh.'

"Our second told so well
That their fore and mizzen fell,
Which dous'd the royal ensign neat and handy, oh.
'By George,' says he, 'we 're done!'
And then fired a lee gun,
While the Yankees struck up "Yankee Doodle Dandy," oh

"Then Dacres came on board
To deliver up his sword,
Loth was he to part with it so handy, oh.
'Oh keep your sword,' says Hull,
'For it only makes you dull,
So cheer up, come, let 's have a little brandy, oh.'

"Come, fill your glasses full,
And we 'll drink to Captain Hull,
And so merrily we 'll push about the brandy, oh.
John Bull may toast his fill,
Let the world say what it will,
But the Yankee boys for fighting are the dandy, oh."

"The Roaring Brandywine," which commemorates the old ship of that name, and those who sang it say that it was more than any other the midshipmen's song, was

jointly composed by the ward-room officers of the vessel when she carried the broad pennant of Commodore Alexander L. Wadsworth in the Pacific. Thus it goes:

"Come wreathe the goblet with the wine,
Ye gallant sons of the *Brandywine;*
To all our hearts
That name imparts
An impulse half divine.

"Our course is o'er the trackless deep,
The billows cradle us to sleep,
But joy is there
Our hearts to cheer
Aboard the *Brandywine.*

"Our sweethearts, wives, and children dear
Tho' distant far, to memory near;
But joy is there
Our hearts to cheer
Aboard the *Brandywine.*

"When we return from distant seas,
We 'll take our children on our knees
And kiss the lass, and drink a glass
To the roaring *Brandywine.*"

With the chorus, after every stanza, of

"*Brandywine, Brandywine,*
Oh, the roaring *Brandy, Brandywine.*"

The old naval songs have nearly passed away. The songs of the Civil War obliterated most of them. Thirty years ago "The Constitution and the Guerrière" could occasionally be heard, and now and then the "High

Barbarie," but it is doubtful if they are ever sung nowadays even on the practice ships; nor has the Naval Academy ever had any song exclusively its own, like "Benny Havens, Oh," which is next to the heart of every West Pointer.

A PRACTICE CRUISE ACCIDENT.
"WHO LET GO THAT AFTER-FALL?"
From the author's "Shakings," 1867.

CHAPTER VI

Wherein we Follow the Midshipman on Board the "Smart Ships" of the Old Navy, See what they Made him, and Incidentally Note his Growing Taste for the Duello and the Extreme Slowness of his Promotion

AMONG the principal influences exerting a formative effect upon the old midshipman was the "smart ship"; a vessel which has been epigrammatically defined as one in which the captains added to their military ardor and efficiency an undue amount of that spirit of the good housewife which makes a home unbearable; and thereby illustrated, in the highest degree, the kind and pitch of perfection to which by unremitting severity and exaction the appearance and drills of a ship-of-war could be brought.[1]

The "smart ship" seems to have originated with the new officers who came into the Navy in 1798 from the merchant service, and who, because they were accustomed to the tar and filth of the cargo hookers of that day, apparently deemed it their bounden duty, having become men-of-war's men, to reverse all their former habits, and scrub and paint from morning to night, besides drilling

[1] Captain A. T. Mahan, U.S.N.

the men into a clock-like sort of accuracy and celerity, about as different from the leisurely sprawling of the merchant sailor as could be imagined. The brunt of the actual work came on the Jackies, but the labor of making the Jackies do the work, which on the whole was somewhat the harder, fell on the midshipmen.

After the war of 1812, more attention than ever was given to exhibition drills and deck-scrubbing; and as a consequence the midshipmen began gradually to acquire the fixed idea that the prime essential of naval efficiency depended less upon professional attainments than upon the maintenance of a perpetual dress parade.

A typical "smart-ship" captain was John Orde Creighton, who commanded the *Washington*, '74, in 1816, became Commodore of the Brazil Squadron in 1829, and died in 1838. He was a despot pure and simple, arbitrary, fierce-tempered, and merciless in the rigor of his punishments. His particular fad was a curious affectation for the little things of routine and ceremony, which reminds one of Prussian Frederick or Russian Peter. He insisted on his midshipmen going to their stations in the tops in full uniform, including cocked hats and dirks. In every boat which lay idly at the swinging booms of the ship, he required that a similarly attired midshipman should always be found. He inspected their full-dress uniforms himself with the aid of a copy of the Regulations, which he construed, as he did everything else, "strictly"; and because the Regulations said "short-tailed coats," he stood up all the midshipmen on board the *Hudson* in a row, and, after critically examining their coat-tails for shortness, compelled the ship's tailor to cut

off several inches from the appendages of every garment which he regarded as too long. The stature of the individuals he ignored,—tall or short, lean or fat, all of the coats were to be made " short-tailed," and short-tailed the scissors made them. His ship was beautiful to look at, but the men were flogged morning, noon, and night. He was a competent seaman himself, and tradition says that no one could approach him in tacking ship and reefing topsails at the same time, or " going about and hauling of all." But Farragut, who was his midshipman aide on the *Washington*, '74, tells how wretched the life of every one on board was made by his mania for smartness, and expresses his own final determination never to have a crack ship if it is only to be obtained by such means.

In " smart ships " where the captain had a mania for cleanliness, the holystones were at work winter and summer, and berth-deck, steerage, and ward-room were wetted down with equal impartiality, so that in cold weather the whole space between decks would be damp and chilly for the ensuing twenty-four hours, and the binnacle-list next day portentously filled with names of people suffering with coughs and lung troubles. No matter at what cost, brasswork must be kept brilliant, guns lacquered like mirrors, paint applied to be scrubbed off, and then put on and gradually scrubbed off again.

Another type of "smart-ship " captain regarded rapidity in evolutions rather than extreme cleanliness as the chief aim and object of the naval existence. The *Columbus*, '74, used to furl sails from a bowline in twenty-eight seconds. The *Congress*, in 1842, would come to anchor,

and within a minute after letting go, would complete the furling of all plain sail.

Other commanders were fanatical on great-gun drill, and wanted the guns, which were then mounted on wooden carriages, to be run in and out with the utmost velocity; although, after the pieces were pointed, the slowness of the ancient orders, " handle your match and lock-string," " cock your lock," " blow your match," " stand by," " fire,"—it was the fashion to drawl them —entirely neutralized whatever gain in speed of handling had thus been effected. Others again required that beyond anything else the ship in port must appear light and graceful-looking aloft, therefore running rigging was unrove, studding-sail booms removed, and only just sufficient gear left (and that singled wherever possible) for those time-honored evolutions, " sending up and down topgallant and royal yards " and " loosing and furling sail."

At sea, the culminating moment of smartness occurred when all three topsails were reefed inside of three minutes. In port, the critical time was every morning at eight o'clock, when the colors would be hoisted and the drums would roll off and the bell would be struck and the topgallant and royal yards swung across and the sails loosed, and the awnings spread and the boats lowered—all at the same instant; and if *not* at the same instant, woe to everybody from first lieutenant to Jack-of-the-dust, and to the midshipmen in particular.

The " smart ship," while making the lives of the midshipmen thoroughly miserable, compelled them to devote their energies to petty detail, and gave them no

opportunity for study. It made them into martinets, and not intelligent ones at that, who, in later years, kept their midshipmen " trodden down like the main tack," even as they had been trodden down themselves.

" Sir," said Captain Aulick, another typical " old-timer," to Midshipman Parker, who had just reported and wanted a day or two to buy his bedding and clothes for the cruise, or at least sufficient leave to go ashore and get his trunk from the hotel,—" Sir, when I get a midshipman on board *my* ship, I never let him go ashore until I know something of him." He finally relaxed to the extent of granting one hour, and after that kept the luckless youngster on board for sixteen months, during which time he granted him permission to go on liberty but twice. "And yet," adds Parker, " I was his aide, and was supposed to be his favorite."

Occasionally the old-fashioned martinet captain of the " thirties " or thereabouts would take it into his head that the midshipmen needed practical experience—as if they ever got anything else,—but which in his mind meant sailorman's work. Therefore he would send the whole of them to loose, furl, and reef the mizzen topsail, and keep them at it for hours at a time. One zealous commander used to make them drill at a great gun while dressed in full uniform, including cocked hats and swords, as a voluntary tribute to the importance of the occasion. This full-uniform requirement reached its extreme on one of the first practice cruises of the *Preble* from the Naval Academy, when the midshipmen were all sent aboard in their parade clothes—gold anchors, brass buttons, etc.,—in which they worked aloft during the entire voyage to

Europe and back. That was the cruise in which apparently hardly the most ordinary provision was made for their comfort, or as one of them, now a retired rear-admiral, in recalling it, somewhat pathetically remarked, "we did n't even have any place to sit down."

> "Who roams the sea to his own bliss is blind,
> Hope mounts the prow, care follows fast behind,"

sings a forgotten poet who wrote a sea-epic on the American mariner some seventy years ago; and no doubt every midshipman since that time has agreed with him. In fact, it was a midshipman who evoked a better saying of the same idea from that grim old warrior, Commodore Ap. Catesby Jones. To that awful dignitary the youngster ventured humbly to remark that the steerage was uncomfortable.

"Uncomfortable, sir, uncomfortable!" thundered the Commodore,—"Why, what blanked fool ever joined the Navy for comfort?"

Another peculiarity of the old Navy was a tendency to bait the midshipmen. It was a sort of mild hazing, done presumably for the good of the service by officers of all ranks, and designed to impress upon the youngster a wholesome sense of his own insignificance and of the importance of his superior. This is typified in certain stories which will always be classic, and which each generation ascribes to the one immediately preceding. Take, for example, the following, said to have taken place at the port of Cherbourg, France, whither the ship had just arrived after a long passage from the United States:

MID. (*to Captain*). "May I have permission to go ashore, sir?"

CAPT. (*scowling*). "What for?"

MID. (*with great frankness*). "Never been abroad before, sir, and I would like very much to see the place."

CAPT. (*thawing slightly*). "No doubt—very interesting place—Cherbourg, very interesting. Have you stood all your watch?"

MID. (*briskly*). "Yes, sir."

CAPT. "Not quarantined for anything?"

MID. (*positively*). "No, sir."

CAPT. "Log all written up?"

MID. "Yes, sir."

CAPT. (*ruminates for a moment*). "Do you happen to know anybody ashore?"

MID. (*with great alacrity*). "Oh yes, sir; my folks were in Paris, and they have come to Cherbourg on purpose to see me, sir."

CAPT. (*beaming on him*). "Oh-h-h, your folks here—eh? You 're very sure there 's nothing to keep you on board?"

MID. (*smiling expectantly*). "Quite sure, sir—nothing."

CAPT. (*cheerfully*). "Well, you can't go."

Here is another yarn in which the midshipman, as usual, begins the colloquy by a request for leave.

1ST LUFF. "Go ashore, eh? *You* want to go ashore. Now I want you young gentlemen to understand that you can't kick up in this ship such an infernal racket as you did in the steerage yesterday during the second dog-watch. No, sir, you can't go—you 're quarantined."

MID. "But, sir, I was n't in the steerage then, sir. I was on deck watch, sir. I did n't have anything to do with it, sir, and—— "

1ST LUFF. "Of course, you did n't. That don't make any difference—you would have done it if you had been there. You can't go!"

Then there is still another, which originated in the idea suddenly striking one meditative youngster that the Navy would get along just as well if he was not obliged to write the much-loathed "journal" from the ship's log every day. So, happening to find the captain in a more than usually complacent mood, he ventured to suggest that his further literary labor of that kind be dispensed with.

"We-e-l-l," drawled the captain, "I dare say the thing as—you—keep—it—is n't much good. I guess on the whole there—is n't much use—of—your doing it—any longer."

"Oh, thank you, sir," joyfully replied the mid. "I shall be so glad not to have to—— "

"But," continued his superior, not heeding the interruption and gazing solemnly into vacancy, "if you don't do it, you can't go ashore."

The continued composition of that journal was not suspended.

Fifty years ago the great majority of the individuals composing the crews of our men-of-war were not Americans, as they are now, but foreigners of every nationality. In such ports as Gibraltar and the Piræus, men whose time had expired on our ships would re-enlist on British war vessels, and *vice versa*. To govern these men

without the aid of flogging was generally believed to be impracticable.

On the "smart ships," especially, men were flogged with equal impartiality for drunkenness or for spilling food on the immaculate deck. Every soul on a topsail-yard might be sent to the gratings if the sail were not loosed or furled with the desired celerity. A record kept on the *Congress*, beginning in 1842, shows that during 1988 days 4084 lashes of the cat were administered. When offences were too trivial for the cat-o'-nine-tails, there was the boatswain's mate ready with the colt (a yard or so of "rattlin stuff" kept coiled inside his cap), which upon the order of even a midshipman he would twist around his hand and then lash the delinquent. This was not "punishment." No one below the rank of sailing-master could "punish" the men, but it was entirely allowable for the boatswain or his mates to "start them on deck," and for the midshipmen to direct this to be done; acceleration by the colt being a part of the starting process, which apparently could begin anywhere and at any time.

The formal flogging of enlisted men when a man-of-war first went into commission was often the occasion of the fainting of the young midshipmen who were compelled to witness the torture, for the appearance of a man's back after the first few blows of the cat was one calculated to try pretty strong nerves. But they soon grew callous to it, and correspondingly demoralized.

A legitimate result of the old-time discipline was the development of the naval bully, a type of officer not extinct twenty years ago, but who nowadays is suppressed by the prevailing code which exacts every outward

courtesy. In the old days the commodore bullied the captain, the captain bullied the lieutenants, the lieutenants bullied the midshipmen, the midshipmen bullied the petty officers, and so on down through all the ranks and ratings. Not only were the enlisted men, if insubordinate, of course lashed into subjection; but, for a time at least in the history of our Navy, the midshipmen, and even the junior commissioned officers, were by no means unacquainted with the fists of their superiors. It was direct personal assault which led to the revolt of first the midshipmen and then the junior commissioned officers of the Mediterranean fleet, in 1816, against their commanders who, having freely boasted that " the laws were not created to be held as a rod of chastisement over the heads of post captains," had behaved accordingly.

Captain John Orde Creighton, when in command of the *Washington*, '74, at Gibraltar knocked down Midshipman John Marston with his speaking-trumpet. Marston addressed a complaint next day through Creighton to the commodore, whereupon Creighton sent for him and denounced him in opprobrious language. Marston thereupon formulated a second complaint based on this insult, and pressed the matter so effectually that Creighton was ordered before a court-martial. The court at once gave Creighton the widest latitude, accepted his palpably flimsy excuse that the blow was an " accident," browbeat Marston unmercifully, and referring to a lame apology offered him by Creighton when the court-martial seemed imminent, said that such an overture " ought to have been amply sufficient for an officer of Mr. Marston's grade," and ended by acquitting Creighton, while going out of its

way to remark that " the prosecution was persisted in from malignant motives," and that they felt it a duty they owed to the service to express their decided disapprobation of such " malicious, frivolous, and vexatious accusations." Commodore Chauncey approved the findings.

Immediately fifty-one midshipmen from the various vessels of the fleet united in a memorial to Congress, in which they declared that the " laws of our service do not in effect secure us against personal injury from (we would fain hope and do believe) the few commanders and other officers who may be disposed to infringe upon our feelings or do violence to our persons by striking us with the fist, sword, or other weapon ": and in which they prayed for redress and protection.

Within a few months afterwards, another and graver incident of the same sort happened when Captain Oliver Hazard Perry not only grossly insulted his marine officer, Captain Heath, but also assaulted him. Perry, like Creighton, attempted to dispose of the matter with a doubtful apology. When the court was detailed, the members were the same as in the Creighton proceeding, with Creighton now a judge instead of a prisoner, and Perry, prisoner instead of judge. The facts were conclusively proved and the guilt of the accused manifest, but the sentence merely imposed a "private reprimand " from the Commodore. Thereupon forty-one commissioned officers of both line and staff united in a remonstrance to Congress, in which, besides bitterly denouncing the gross partiality of the courts-martial, they said that " they have now no guarantee for the safety of their persons but the use of the arms which the laws of their country have

placed in their hands and that personal strength with which nature has blessed them." Among the signers were Ap. Catesby Jones, W. B. Shubrick, S. L. Breese, Robert F. Stockton, and Silas H. Stringham. Nine marine officers united in a separate memorial.

The commanding officers of the fleet, Captains Gamble, Crane, Rodgers, Nicholson, and Kennedy, forwarded a counterblast, demanding the removal of all the signers of the memorial from their ships, of which they said they endangered the safety. Commodore Chauncey sided with his captains. The memorials came before the House of Representatives. That body bewailed everything and did nothing, beyond feebly expressing the hope " that the officers of the Navy (to whom are confided the important duties entrusted to a court-martial with a due regard to the laws of this country ever to be held sacred by those entrusted with their execution, and constituting the only criterion between free and despotic governments) will exert themselves to heal the wounds with which the discipline of the Navy has been threatened," and promptly tabled an amendment providing that any superior who should strike or draw upon an inferior should be dismissed the service.

The captains, thus virtually sustained in their position, continued their tyrannical behavior, and the midshipmen, when they became captains in turn, forgot their early grievances, and imitated them. Thus the young officers of the Navy for many a long day learned that discipline was merely the arbitrary enforcement of the will of an autocrat, and their intelligence and their advancement suffered in proportion.

For the thirty years following the war of 1812, service in the Navy involved much exposure and privation and little glory. It was chiefly in the nature of police work directed to the suppression of piracy in the West Indies, in the Levant, and in Asiatic waters, and the extermination of the slave-trade on the African coast. It taught the midshipmen to track savages in the jungle, to face yellow fever and die of it, to fight pirates hand to hand, and to recognize a slaver even when her false deck, gratings, handcuffs, and food coppers were skilfully concealed; but of any other education they got only what they could gather in the intervals between cruises or when fortune favored them with assignments to peaceful stations. The roughness of their surroundings was reflected in their customs and in their intercourse. In fact, when they were not fighting Malays or Spaniards or Mexicans or Portuguese, they were falling upon one another. The so-called code of honor became strained enough to include the squabbles of boys which to-day would be settled by fisticuffs. It was unfortunate that the commissioned officers of the Navy should have dealt with these affairs with the same pompous solemnity with which they managed their own, and permitted the youngsters to maim and kill one another at will. But they took their cue from the President of the United States (Andrew Jackson), who announced that while he was determined to stop duelling between officers and citizens, he "would not interfere between officers, whose profession was fighting and who were trained to arms."

The newspapers of the period furnish a sad record of these encounters. Midshipman Sherburne kills

Midshipman Key ; Midshipman May mutilates Midshipman Baldwin; Midshipman Wood seriously wounds Midshipman Barton; and the list might be extended indefinitely.

The Wood-Barton duel is especially remarkable for its clear revelation of the twisted ideas of discipline as well as of honor which seem then to have prevailed. After the affair, Commodore Elliott, then commanding the Mediterranean Squadron, put Barton under arrest, refused to allow him to come aboard the flagship for treatment, and finally left him behind in Smyrna when the ship sailed. There was a great outcry in this country against Elliott for brutality, and as something had to be done, a court-martial was ordered on Wood—not for fighting a duel and maiming a messmate for life, but because while attached to the schooner *Shark*, in the port of Smyrna, between November 10, 1835, and January 1, 1836, he did run into debt to one Paul Boniface, "when," as the specification said, "he had no means of paying the same, thereby causing the Commodore of the squadron to be aroused from his bed at midnight previous to the morning of sailing to order the purser of said schooner to liquidate his debt from funds destined for the use of the squadron." And thereupon the court, still ignoring the duel, solemnly proceeded to convict him of running in debt, and held not proven the charges that the "Commander was aroused or the public funds exclusively appropriated to pay Midshipman Wood's debts."

The youngsters then went on killing one another, and such journals as the *Southern Literary Messenger*, and others in sections of the country where the code flourished

more luxuriantly than in the frozen North, printed elegiac verses on the victims, or copied their epitaphs as they were written in Johnsonian style by bereaved relatives.

Occasionally the newspapers would comment on these affairs of honor with mild disapproval. "Two boys," says *Niles's Register* for October 1, 1825, "midshipmen attached to the *Constellation* frigate, amused themselves by shooting at one another on the 22d ult., at Fort Nelson, by which one of them was killed and the other has the pleasure to say that he has slain his brother." But, as a rule, the "meetings" were gravely chronicled, and the conduct of the juvenile principals on the field considered with fine discrimination as to the nice points of etiquette.

Some of these performances vie in absurdity with the famous triangular duel of Midshipman Easy; particularly the one which followed the visit of the Queen Dowager of Prussia to the *Columbus* when that ship was in Genoa in 1843. Her Majesty had expressed a special desire to see the fine American man-of-war, and the Commodore had ordered that every ceremonial honor should be rendered to her. So when the Queen came over the gangway and affably greeted the low-bowing Commodore, there, among the officers drawn up on the quarter-deck, were the midshipmen, attired in their best uniforms, with high cocked hats of various shapes and dimensions, and dirks dangling around their legs.

"Fine woman, that," remarked Midshipman Bier to Midshipman Cook, as the Queen walked aft toward the cabin.

"Don't agree with you," returned Midshipman Cook, shortly.

"What taste!"

"Taste—who the deuce ever accused you of having any?"

"Not you—you have n't sense enough—Swab!"

"Sir!" hissed the other "were it not for the respect due the quarter-deck, I would——"

The sentence was not completed because Midshipman Bier suddenly ducked his head in such artful manner as to hit Midshipman Cook in the eye with the extremity of his cocked hat. To this Midshipman Cook could not retaliate because the Queen and the Commodore had now returned from aft and were passing, so that he was obliged to stand up straight and assume a pleasant expression, which, of course, his closed eye made it unusually difficult to do.

When the function was over, Midshipman Bier with his friends and Midshipman Cook with his, occupied opposite ends of the steerage table, the one group carefully concocting a challenge, the other waiting to receive it. At the first opportunity the would-be combatants obtained shore leave and departed in the steerage cutter armed with ship's pistols. After reaching the shore, they jointly purchased ramrods, which had been forgotten, and then discovered that there was not sufficient funds in the party to hire two carriages, so, again jointly, they negotiated the hire of a single vehicle, into which all hands crowded themselves.

A new difficulty now arose because nobody spoke Italian, and although their pantomime was vigorous, the cab-driver merely extracted therefrom the idea that they wanted to go sight-seeing, and, for some time, persistently

drove them to churches and statues despite their vehement protests. At last they gave up the effort to make it understood that they desired a secluded place, and stopping the carriage in the middle of the street, they began preparations for the duel then and there. At the last moment it was found that their bullets would not fit the pistol barrels, so some time was consumed cutting the lead into slugs. But at length the preparations were complete, and Bier fell with a badly shattered knee, and Cook returned to his ship to go under arrest.

Oddly enough, the affair assumed a quasi-international character, for when the news of the encounter spread throughout Genoa, which was speedily, as a large crowd of inhabitants had watched the astonishing American combat, the German residents insisted in regarding Bier as the champion of their Queen, and made his stay in the hospital one long presentation of flowers and delicacies.

Sometimes these duels assumed the proportions of little wars, after a fashion set by Midshipman Josiah Tatnall in 1819 in Valparaiso. There had been an encounter by moonlight between Midshipman Pinckney of the *Macedonian* (whom Tatnall had seconded) and an officer of the Anglo-Chilian fleet, which took place in the presence of a hundred or so lookers-on. As something that Tatnall did or said met the disapproval of the officers of the British flagship, he considered it incumbent on him to send them a message to the effect that if his course had in any manner displeased them, he would be most happy to fight them " in all grades from the cockpit to the cabin door," a gasconade which seems to have proved quite sufficient to prevent further comment.

A quarrel of larger proportions broke out some twenty years afterwards between the youngsters of the Mediterranean fleet and the British army officers stationed at Malta. An American midshipman neglected to stand up when the national anthem was played in the opera-house, whereupon a British officer publicly reproved him. His part was immediately taken by his comrades, that of the Briton by his own, everybody challenged everybody else, and a scene of much prospective carnage was thus quickly provided for. Fortunately, the Governor of the island and the American Commodore were both men of sense, and they proceeded to issue orders, the one for a grand review of the entire garrison, and the other that all the boats of the fleet should report alongside the flagship, and at the precise hour set for the general meeting. The would-be combatants being thus officially parted were unable to get at each other until wiser counsels had a chance to prevail, and then the whole business incontinently wound up in a love-feast, where, amid much popping of corks, mutual protestations of the highest respect for the honor and prowess of everybody concerned were exchanged.

The only systematic attempt to stop duelling appears to have been the " duelling pledge " which Commodore Jones, who commanded the Pacific Squadron in 1842, invented after the midshipmen had developed an irresistible desire to fight at ten paces with small pocket pistols. Admiral Franklin records that every midshipman in the squadron was obliged to sign it under pain of having his leave stopped indefinitely, and that at the outset most of the youngsters acquiesced in it; but as new

ships joined, it was greatly opposed, and finally became obsolete.

The document under and by virtue of which the midshipmen exercised the official functions which have been detailed ran as follows:

WARRANT

.....

President of the United States of America.

To all who shall see these Presents Greeting:

KNOW YE that reposing special Trust and Confidence in the Patriotism, Valor, Fidelity, and Abilities of . . . . , I do appoint him a Midshipman in the Navy of the United States.

He is therefore carefully and diligently to discharge the duties of a Midshipman by doing and performing all manner of things thereunto belonging. And I do strictly charge and require all Officers, Seamen, and others under his command, to be obedient to his orders as a Midshipman. And he is to observe and follow such orders and directions as he shall receive from me or the future President of the United States of America or his superior officer set over him according to the Rules and Discipline of the Navy.

This warrant to continue in force during the pleasure of the President of the United States for the time being.

Given under my hand at the City of Washington this . . . . day of . . . . . , in the year of our Lord One Thousand Eight Hundred and . . . . and in the . . . . year of the Independence of the United States.

By the President:

Signature of the President.

Signature of the Secretary of the Navy.

Many a youngster acted under this until long after his beard had grown.

The protest of the midshipmen of 1815 against the advancement of the sailing-masters to lieutenancies showed that even at that early date their rate of upward progress was far from rapid. After the right of appointing midshipmen at discretion and without any definite examination as to fitness or capacity was given to the President, their number rapidly increased, reaching four hundred in 1818, and the stagnation in promotion became worse.

Necessarily these boys were of all sorts and kinds. Plenty of them were the family ne'er-do-weels, sent into the Navy to find an asylum, or were superfluous progeny for which the country was asked to provide the support which the parents could not or would not furnish. While originally they came in greater proportion from the seaboard States, the unerring instinct of the congressman for patronage soon changed that, and they trooped eastward from the inland territory, and got their first sight of the ocean when they donned their uniforms. The midshipman's list was therefore subject to great changes, so that the number of young officers available for duty at any one time was as variable as the wind.

For some years prior to 1825 the promotions of midshipmen to lieutenancies were almost nothing. In that year some seventy were simultaneously advanced. More lieutenants appear to have been added to the service at that time (they had served as midshipmen in the war of 1812 and still remained lieutenants in 1841) than in the ten years preceding. In 1827 the total number of midshipmen was 374, with nineteen who had passed their examination for promotion, but for whom there was no

place in the higher grade, arranged on a separate list. Instead of curtailing the wholesale appointments that were then being made, it was provided that an examination should take place after three years at sea or five years in the service; that it should be rigid in character, and that a second failure to pass should result in dismissal, while success should be rewarded by a new warrant and an increase of pay from nineteen dollars a month and one ration to twenty-five dollars a month and two rations. Thus came into existence the grade of passed midshipmen, which persisted up to 1862. In 1829, ten officers thus named appear in the Naval Register, together with 435 midshipmen, and their number steadily increased, reaching a maximum of 199 passed midshipmen to 251 midshipmen in 1836.

The passed midshipman's status was a sort of purgatory. He was still a warrant officer, and therefore not entitled to the consideration and privileges of the bearer of a commission, although he had become qualified for one. His uniform as a midshipman underwent no change, saving the placing of a star within the gold-lace diamond on his collar. He continued to mess in the steerage. He lived in a state of expectancy, waiting for the making of a vacancy on the lieutenant's list which would permit him to don the single epaulette, and as this sometimes took years, he found himself the associate of small boys long after his beard had fully grown and his natural desire to put away childish things had changed into a disgust for his surroundings and the life they entailed.

In 1840 there were passed midshipmen who had been

in the service for sixteen years, and the Regulations still classed them among the midshipmen to whom " no particular duty can be assigned." On the one hand, they deprived the midshipmen of all the better positions,—mates of decks, officers of forecastle, etc.,—and left them nothing but the drudgery; while, on the other, they were assigned the duty of lieutenants whenever the supply of the latter fell short.

But this statement conveys no adequate idea of the variety of work which they were set to do. There were instances wherein they were used as first lieutenants, as acting surgeons, as pursers, as gunners, as acting captains, masters, and even as chaplains. " To-day," as one of them plaintively remarked, " monarch of the peopled deck; to-morrow in a child's place without authority."

It is a significant fact that it was to qualify the midshipmen to pass the examination, ostensibly for lieutenants, but really for passed midshipmen, that all of the educational facilities, poor as they were, which the Government provided in the persons of the schoolmasters were intended. These functionaries were at first sent only to the line-of-battle ships. Their pay was the mere pittance of seventy-five dollars a month, and their authority *nil.* Nor were matters improved when they were reinforced by the chaplains and their salary increased to $1200 per year, nor even when their title was changed to the more imposing one of " Professor of Mathematics."

The school life of the youngster aboard ship is, however, an interesting phase of the old midshipman existence.

Naturally, the reefers insisted on regarding the schoolmaster as a "lubber." Even the staid and studious Maury turns aside in his memoirs to heap ridicule on the series of individuals who were attached to the ship on which he passed most of his midshipman days, even describing one as a young lawyer "who ate up all the plums for the duff, and was finally turned out of the ship as a nuisance."

The principal trouble was that these instructors had no authority. The only official report which they could make concerning the midshipmen was as to attendance; and the work of the ship took precedence always of the work of the school. There was no regular schoolroom. Sometimes the sessions were held behind a canvas screen on the gun-deck, sometimes in the semi-darkness of the berth-deck, and sometimes the captain would give the use of his forward cabin. The period of instruction usually occupied the forenoon, and, of course, the watch on deck could not attend. Of the midshipmen of the two watches off duty one half had been aroused at four o'clock to superintend the deck-washing, and the other half had stood the mid-watch (midnight to four A.M.); as a consequence all of them were dull and sleepy. In addition, they were all standing by for boat duty and drills, and liable to be called away at any minute, while around them was going on the perpetual bustle inseparable from man-of-war life. The interruptions were constant. Furthermore, the boys themselves had never been taught to study, and their capacity to do so was proportionately small.

On some ships, the captains advised the youngsters to

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devote themselves to learning French and Spanish and dancing, and curtailed the hours allotted to grammar, arithmetic, and navigation. Other commanders directly opposed the prosecution of any studies at all; holding that the midshipmen would learn all they needed if they "kept their eyes open." One of them forbade his midshipmen to work out the ship's reckoning on the ground that it was a secret to be known only to the captain and master, and therefore it was exceedingly officious and unbecoming the character of a gentleman for a midshipman to be prying into the rate and error of the chronometer, or, indeed, to have anything to do with the chronometer at all. So the midshipman's path to learning on a cruising ship was anything but smooth. True, Matthew F. Maury set the Navy aghast by daring to produce a work on navigation when he had been but two years in the service; but then he would chalk diagrams in spherical trigonometry on the round shot in the deck-racks to enable himself to master problems while pacing to and fro on his watch; and he learned Spanish and navigation simultaneously; and generally was a phenomenon of a sort which the Navy seldom encourages any more than it can help.

CHAPTER VII

Wherein we Perceive how the Midshipmen were Examined to See what they Knew, and how, their Condition being Obviously Declining, Schools were Organized whereto they might Go for Study (if they Wanted to)

WHILE not attached to cruising vessels the midshipmen were without duties. They could not be given long leaves of absence to go to their homes, which might be far from the seaboard, nor was it advisable for them to do so. Therefore, they were kept in or about the navy yards, and, being practically idle, were more than ever subjected to the temptations of the large cities. This was obviously their best opportunity for instruction, and accordingly a few private schools came into existence early in the century. These were supplemented by two temporary government institutions in Norfolk and New York, the first of which was established on board the *Guerrière* in 1821, in charge of Chaplain David P. Adams, and the second a few years later. They were not, however, recognized by law, and when Secretary Branch, in 1829, refers to them in his annual report, he says that " their introduction into use has not been effected by means very regular or direct, but they have been tolerated by the Government, having been

Martin Van Buren

President of the United States of America

TO ALL WHO SHALL SEE THESE PRESENTS GREETING

KNOW YE, That, reposing special trust and confidence in the Patriotism, Valor, Fidelity and Abilities of Thomas S. Phelps I do appoint him a Midshipman in the NAVY OF THE UNITED STATES, from the 14th of January 1840

HE IS THEREFORE, carefully and diligently to discharge all the duties of a Midshipman

And I do strictly charge and require all OFFICERS, seamen and others under his command, to be obedient to his orders

And he is to obey the orders and directions which he shall receive from the President of the United States or his superior Officer, according to the Rules and Discipline of the Navy. THIS PATRIOTIC is to continue in force during the pleasure of the President of the United States

GIVEN under my hand at the City of Washington, this twenty sixth day of November in the year of our Lord one thousand eight hundred and forty and in the sixty fifth Years of the Independence of the United States

By the President

M Van Buren

Registered

L B Harden

A MIDSHIPMAN'S WARRANT OF 1840.

(By courtesy of Rear-Admiral Thomas S. Phelps, U. S. N.)

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OF CALIFORNIA

found useful notwithstanding the very limited range of instruction afforded by them." He asks "until some better system can be matured" for legal authorization and for such appropriation as will enable young officers to acquire a knowledge of foreign languages."

Neither of these schools had any permanent abiding-place. That in New York at one time had its sessions in the loft of one of the ship-houses in the navy yard, the midshipmen residing in boarding-houses near the gate. They were under no restraint when not in attendance. In Norfolk the conditions were somewhat better, as the school was held on the frigate *Java*. Farragut was in charge of her for a time, and the youngsters were stowed two in a room in the ward-room, the rest in the steerage. Being thus compelled to live on board, they had less opportunity to indulge in such dissipations as Norfolk afforded seventy years ago.

It was not uncommon, however, for both commissioned officers and midshipmen to seek instruction elsewhere than at these schools. In 1829 there were four officers studying at Yale College and one midshipman at West Point. Lieutenant James H. Ward, afterwards destined to take a prominent part in the establishment of the Naval Academy, availed himself of the special course in science which Washington—now Trinity—College then offered.

In 1833 there were three naval schools under government control, and situated respectively in New York, Norfolk, and Boston. The school at Norfolk was the best attended, and had thirty-one students, with, however, but one teacher of mathematics, Professor Rodriguez,

who received $981.75 per year. The New York school had fifteen students and two teachers, one of mathematics, the other of languages. The Boston school had but six students and one teacher, who gave instruction in both languages and mathematics. Attendance on the part of the midshipmen was not obligatory. It was urged upon them by the Navy Department, but as no allowance was made for their travelling expenses, the aggregate of pupils remained small—barely one seventh the actual number of midshipmen on the list. So little dependence was placed on these schools that the Navy Department even went so far as to propose sending one hundred midshipmen to study at West Point.

The pay of the teachers was raised to $1200 in 1835, but the schools became no better. It was then also that the pay of the passed midshipmen was increased to $750 at sea, and $600 while waiting orders, and that of the midshipmen to $400 at sea, $350 while on other duty, and $300 while waiting orders or on leave of absence. This appears to have been the first pay for midshipmen which was fixed by Congress; the salary hitherto being determined at the discretion of the President.

The various influences which have been detailed as affecting injuriously the *morale* of the young officers now began to show more than ever their aggregate effect. It became clearly apparent to those who had the interest of the country and the Navy at heart that their condition would certainly go from bad to worse unless some closer supervision were exercised over them, and unless they were given the steadying safeguard of education. The cases of intemperance were multiplying. The commanders

of squadrons and ships abroad were compelled to exert constant watchfulness to prevent their running into debt and leaving unsettled accounts behind them in every port. The Navy Department issued a warning to them that they were not exempt from arrest for debt.

The peril was plain to the wiser heads among midshipmen themselves who were in home ports. In 1836 some thirty of them, together with about twenty-five commissioned officers of various grades, united in a memorial to Congress praying for the establishment of a naval school, in which they pointed out that the expense of maintaining the existing schoolmasters and professors of mathematics would "liberally sustain a scientific institution." This was signed by Stephen D. Trenchard, William Radford, and Roger N. Stembel, afterwards Rear-Admirals, and Stephen C. Rowan, the future Vice-Admiral of the Navy. Mr. Southard, who had been Secretary of the Navy and who had fought manfully for a national naval school during his entire term of office, was a member of the Senate Naval Committee at the time, and the favorable report of that body, as might have been expected, was insistent and eloquent. It failed as usual. Politics were involved; party opposition, a dread of the imaginary expense, all of the paltry penny-wise pound-foolish "arguments" which ignorance and interest could invent, were duly marshalled, and they prevailed.

A year later the cause received a severe blow in the abolition by Great Britain of the Royal Naval College at Portsmouth. In the parliamentary debate on the naval estimates for 1837, Sir James Graham announced that

the decision of the Admiralty respecting the suppression of that institution was deemed wise, and that the cock-pit of a man-of-war was the best school for carrying a scheme of naval education into effect. The French naval school had been, however, definitely established by Louis Philippe in 1830, and was accomplishing excellent results.

So affairs went on as they were. The youngsters studied under the schoolmasters on board ships in the manner which we have seen, and went to the schools at the navy yards or not as they chose. It may well be asked why their attendance was not made compulsory at both. An attempt was made in that direction in the Regulations of 1832, which were proposed by a Board charged by Act of Congress with revision of the entire code. These, in addition to requiring the midshipmen to keep a sextant or quadrant, Bowditch's *Navigator*, and blank journals, and enjoining them to ascertain, and hand in to the commanding officer, the ship's position daily, besides writing up their logs, especially ordered them to attend such means of instruction as were provided for them aboard ship and also at the navy yards. Stopped leave was the penalty for inattention. But the new rules were violently opposed for a variety of reasons by many prominent officers, and so never came into force. In place of them there was issued a compilation of rules and orders which, after providing for schools at the two principal navy yards and in every squadron, gave the midshipmen at the yards permission to attend the schools "when not wanted." There were very few youngsters in those days, like Midshipman John A.

Dahlgren (afterwards Rear-Admiral), who studied for the love of it, and who in midwinter, wrapped up in an overcoat, for he could not afford to pay for a fire, copied the whole of the method for calculating lunar distances in Riddle's *Navigation* ; a book far beyond the reach of his slender pay.

Shortly after the establishment of the grade of passed midshipman in 1830 the uniform was materially changed. The midshipmen assumed for full dress a blue coat lined with white, single-breasted, with three buttons on pocket flaps and cuffs, a standing collar, and on each side of the latter an embroidered gold foul anchor. For undress they wore the round jacket with the anchor in white cloth. The passed midshipman wore for full dress a dark blue cloth coat, lined with blue, and with rolling collar, three buttons on pocket flaps and cuffs, and on each side of the collar an embroidered gold live-oak leaf with acorns, a foul anchor, and a five-pointed star. For undress the coat was the same, but the badges were, as with the midshipmen, of white cloth. Both grades wore cocked hats with gold and blue bullions, and a black silk cockade, swords with eagle heads, black stocks or cravats. For undress they might wear round hats with cockades or blue cloth caps. The trousers might be white, blue, or of gray cloth or brown drilling, and black vests were allowable.

One other change occurred in 1833 which is almost forgotten, and that was a sudden recrudescence of the Revolutionary costume, the Navy Department ordering a return to a broad-flap double-breasted coat, white knee-breeches, white silk stockings, and buckled shoes for

full dress. This proceeding was about as much of an anachronism as the revival of the midshipman's dirk, in 1869, when bearded six-footers were required to carry that infantile weapon when on boat duty, although at other times they were permitted to wear their swords. The Revolutionary costume was worn under protest at sundry dances in Norfolk for a few months, and then the growls became so fierce and persistent that the knee-breeches were abolished and " white cassimere pantaloons " substituted.

In 1837 the professors at the naval schools were P. J. Rodriguez and L. A. Bianchini at Norfolk, Edward C. Ward and J. Morel at New York, and Duncan Bradford at Boston. On the ships in commission were Martin Roche (*United States*), Bartholomew McGowen (*Concord*), John H. C. Coffin, afterwards one of the chief professors at the Naval Academy (*Vandalia*), and Joseph T. Huston (*North Carolina*). Rodriguez and Ward were especially able and progressive men, a fact which they proved by adopting Maury's treatise on navigation in 1836 as a substitute for the revered Bowditch.

The examinations of the midshipmen for promotion were not made at the schools, nor solely by the professors, but by a Board of naval officers, which met yearly (up to 1839) at Barnum's Hotel in Baltimore, whither the midshipmen repaired. Occasionally a professor was added in order to propound questions in mathematics, which, as a rule, the naval officers of the Board knew little or nothing about. The sessions were usually held in one of the hotel parlors, and the youngsters went in singly as they were called. Meantime they waited in the

barroom below stairs, where they comforted one another with mint juleps. The Board consisted of a commodore and two or three captains, and also, as has been said, a mathematical professor; but that the latter would be permitted to assist was by no means always certain. In any event, he was obliged to exercise the greatest circumspection in putting questions, for if he did so in any way likely to exhibit to the youngsters the ignorance of the commodore or the captains, or even too forcibly to reveal it to these officials themselves, they ejected him forthwith.

The most important subject for examination was, of course, seamanship, beside which everything else faded into comparative insignificance, although the candidate was supposed to pass in naval gunnery and navigation. But navigation meant nothing more than a rule-of-thumb knowledge of Bowditch, and Bowditch was a practical work written for the captains of merchantmen, and abounding in "forms" and cast-iron directions for filling them out, together with the necessary tables of logarithms, etc., so that a seaman totally ignorant of nautical astronomy and with merely sufficient intelligence to read a sextant and perform rudimentary arithmetical computations could discover the position of his ship at sea without being very many miles in error.

For some weeks prior to the day of trial the midshipmen would study the forms for meridian altitudes and time sights given by Bowditch until they knew them by heart, with the full assurance that nothing more difficult would be required of them. In fact, it was altogether injudicious for them to intimate that they knew anything

more, for that would be to reflect upon the examining captains, who knew, if anything, less. Midshipman Maury ventured to exhibit his superior knowledge by pretending ignorance of Bowditch's method for lunar distances, and going to the blackboard, treated the whole subject from an original standpoint, as a problem in spherical trigonometry. The mathematical examiner was nonplussed, floundered dreadfully, and finally brazenly asserted that the midshipman was wrong. Maury insisted that he was right, and an appeal was taken to the Board. As not one of the captains had the slightest knowledge of the subject, it was a serious question whether they should visit their wrath upon the professor for getting them into a scrape, or look wise and solemnly decide in his favor. They concluded that, all things considered, the latter course was the safer one, so they unanimously voted that the youngster was wrong; whereupon the examiner haughtily advised him to go to sea and learn navigation. As a consequence, probably the most learned navigator the Navy ever had passed number twenty-seven in a class of forty, and lost about two year's promotion.

The examinations varied greatly with the individuals who conducted them. Perhaps the classic examination in seamanship of Midshipman Josiah Tatnall ("Old Tat") may be taken as representing an extreme case. It is reported to have been about as follows:

COMMODORE. "Mr. Tatnall, what would be your course supposing you were off a lee shore, the wind blowing a gale, both anchors and your rudder gone, all your canvas carried away, and your ship scudding rapidly toward the breakers?"

TATNALL. "I cannot conceive, sir, that such a combination of disasters could possibly befall a ship in one voyage."

COMMODORE. "Tut, tut, young gentleman, we must have your opinion supposing such a case to have actually occurred."

TATNALL. "Well, sir, — sails all carried away, do you say, sir?"

COMMODORE. "Aye, all—every rag."

TATNALL. "Anchor gone, too, sir?"

COMMODORE. "Aye—not an uncommon case."

TATNALL. "No rudder, either?"

COMMODORE. "Aye—rudder unshipped." *(Tatnall drops his head despondingly in deep thought.)* "Come, sir, come—bear a hand about it. What would you do?"

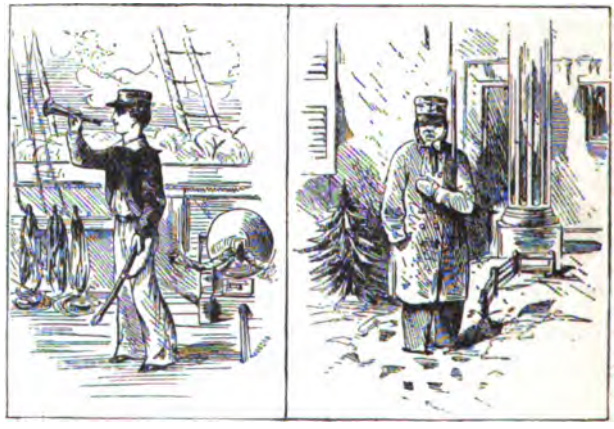
TATNALL (*at last and desperate*). "Well, I 'd let the infernal tub go to the devil, where she ought to go."

COMMODORE (*joyously*). "Right, sir, perfectly right! That will do, sir. The clerk will note that Mr. Tatnall has passed."

Whatever might be said about the examination in other subjects, the ordeal in seamanship was usually severe, and when some captain began upon his own particular pet hobbies, and it appeared that the midshipman had never heard of them, the position of the youngster was anything but enviable.

Because practical seamanship was regarded as the main thing to be learned in days gone by, the statement is often made that while the young officer of the present time has been taught how each thing ought to be done, the young officer of the old service knew how to do it.

That is true only as a "glittering generality." There is no occasion now to teach naval cadets how to cut and fit rope rigging, nor to manage sail, as if we were still in the days of the *Constitution* or the "'*States* frigate." Fighting wind and weather on the deck of a sailing craft is admirable, no doubt, as a school for quick decision and resource; but driving a torpedo-boat into a heavy sea at thirty knots, or handling ten thousand tons of steel plunging about in a typhoon, needs higher qualities of readiness, self-reliance, and trained intelligence than the ancient mariners of the razees and '74's ever dreamed of possessing.



THE "MIDDY" OF ROMANCE, AND THE REAL THING ON A WINTRY SATURDAY AT THE ACADEMY.

From the author's "Shakings," 1867.

CHAPTER VIII

Wherein we Recount the Establishment of the Naval Asylum School at Philadelphia, and how the Midshipmen Lived who Came to it — Noting Especially the Happy Suggestion of a Youth Named Chauvenet who Came there to Teach Mathematics, and Likewise Observing that the General Condition of the Youngsters throughout the Navy was Steadily Getting Worse

IN 1838 a naval school of much more importance than any of its predecessors was organized at the Naval Asylum, a home for aged seamen, which is still in existence near Philadelphia. Some twenty-eight years before, Paul Hamilton, then Secretary of the Navy, had proposed the establishment of naval hospitals for the infirm sailors, and incidentally, though somewhat inconsequently, had suggested that midshipmen might be sent to these places for instruction.

Whether Hamilton's suggestion bore late fruit or not is uncertain. At all events, Secretary Paulding, in the year before mentioned, established there a school of preparation, at which the midshipmen were permitted to pass a year—an academic year, however, of only eight months—in the study of mathematics required at the examination. Professor David McClure was appointed

to take charge of the class in mathematics and navigation, and a teacher of the French language was added. French, however, was but a nominal study, and it was not then insisted upon at the examinations by the Naval Board; so, naturally enough, the midshipmen gave their undivided attention during their brief term of preparation to the studies on which their rank for life was made to depend. From the time of the organization of the school the Examining Board sat at the Asylum, the professor of mathematics acting as examiner, but deprived of a vote in the decision.

The accommodations were poor and inadequate. In 1841, according to Rear-Admiral Ammen, who at that date was a midshipman in attendance, the youngsters were quartered in small rooms arranged in one wing of the Asylum building, and each about eight feet square. Each apartment had a window, provided with bars like that of a prison. The furniture consisted of a small iron bedstead and washstand, a wooden wardrobe, and a mirror. The number of midshipmen under instruction in 1841 was thirty-four. The naval pensioners, for whom the building was constructed, numbered then about one hundred, and they were generally assigned to the other wing of the building. The cost of board was twenty dollars per month, deducted from the pay of each student, and the wife of the gunner who was stationed as an assistant to take care of the pensioners was purveyor. The youngsters did not fare luxuriously. As for discipline, there was practically none; nor was there any one specially charged with its enforcement. The youngsters studied or idled as suited their whims, and owned

their clothing in common, as they had been accustomed to do on board ship. Their uniform, when they wore any, was as heterogeneous as that of the service in general.

For amusement they rambled around Philadelphia pretty much as they were accustomed to do in Valparaiso or Mahon, but without the opportunities afforded by these interesting seaports for unholy enjoyment. Their social pleasures were somewhat restricted, owing to the inadequacy of their wardrobes; although, by careful combination of the best garments belonging to each of them in severalty upon some one individual, it was possible now and then to send a representative to a ball or party fairly well equipped, even if his toggery did present curious variations in fit. They probably found more joy in getting out of the school than in being out. The only attempt at discipline which was made seems to have been an endeavor to keep them within bounds at night—and a high paling, which it was supposed they could not climb, was considered a sufficient barrier. But the youngsters discovered that when two adjacent vertical pickets were sprung laterally in opposite directions, space enough was made between them to allow of a person squeezing through. After that, nocturnal parties never included less than three midshipmen, two to heave back on the pickets, while the third crawled between them. This plan worked excellently well until one night, just when a somewhat thick midshipman was laboriously effecting his escape, the alarm was given that the commanding officer was coming, whereupon those who were assisting let go of their pickets and precipitately decamped, leaving their

unfortunate comrade rigidly grasped in an effectual spring-trap. Luckily, he was unobserved, but he had to stay there some hours before his friends judged it prudent to come to his relief.

The Asylum School in the beginning was practically one for cramming for examinations. The latter were not particularly conclusive, and it was becoming unusual for any one to fail to pass. "It was said," says Admiral Ammen, speaking of his own experience, "that several of the members of the Board insisted upon a particular midshipman passing, they being 'friends of the family.' The other members then asserted that none should be found deficient, and so we all passed."

Rear-Admiral Preble, however, among his unpublished manuscripts has left us a much more definite showing of what the examination actually was in 1841, and for the sake of coming generations of young naval officers some details of it are worth placing on permanent record. The Board consisted of Commodore James Biddle, who was in charge of the school, President; Commodores George E. Read and Henry E. Ballard, Captain David Connor, Professor McClure, and Mr. Harris, Secretary—in point of rank a rather more imposing tribunal than is charged with the examination of youngsters nowadays. The subjects of the examination were:

"Bowditch's *Navigator*, Playfair's *Euclid* (Books 1, 2, 3, 4, and 6), McClure's *Spherics*, Spanish or French language, mental and moral philosophy, and Bourdon's *Algebra*"; and last, but not least, for the Admiral has drawn two heavy black lines with his pen beneath it, "Seamanship." This was by far the most comprehensive

course which the midshipmen had yet essayed to master; and it had reached its existing complexity in about three years after the school had started.

There were twenty-two students in the class. Some idea of the relative importance of seamanship as compared with the other subjects can be gleaned from the time records of the examination. The midshipman who passed No. 1 was examined for forty minutes in seamanship and thirty-five minutes in everything else. The longest seamanship examination lasted one hour and twenty-eight minutes. The Board was evidently doubtful about that youngster, but he got through safely and as No. 20. The shortest seamanship examination was over in twenty-one minutes, but the other topics were rushed through in thirty-four minutes, and that individual passed No. 11.

In April, 1842, Professor McClure, who, by the way, seems to have held the opinion that two months was long enough to devote to the whole subject of practical navigation, died, and was succeeded by a young scholar whose part in the foundation of the United States Naval Academy was destined to be second only to that of Secretary Bancroft himself. This was William Chauvenet. He was little more than a boy, for he was but twenty years of age; yet he had already achieved reputation for his mathematical attainments, and especially for the meteorological and magnetical observations which he had conducted at Girard College in conjunction with Alexander Dallas Bache.

Immediately upon taking charge, Professor Chauvenet commenced the work of reform so far as was possible

within the limits of the system then existing. He arranged a much more severe course of mathematical study than had been prescribed before, and obtained for it the formal sanction of the Secretary of the Navy. He introduced regular recitations and a system of marks for daily recitations which he made the basis of merit rolls in mathematics. When he assumed office, the entire apparatus of the school consisted of one worn-out circle of reflection, and a small blackboard, not even fastened to the wall, but resting on the floor of the dark basement room in which informal and irregular recitations had hitherto been held.

Chauvenet, at the outset, found in Commodore Biddle, then Governor of the Asylum, a warm supporter of his projected reforms, and Biddle granted to him the use of a large and well-lighted room on an upper floor, gave him abundant blackboards, approved all his requisitions for chronometers, sextants, etc., and, in brief, did everything that could be done to make so short a course of study under a single instructor effective and profitable.

Professor Chauvenet soon saw that the time of study was too brief, and the studies taught too limited in range, to suffice for the proper education of a naval officer. Naturally, since the idea of the Asylum School was not to give an education, but merely such necessary instruction as would enable the midshipmen to acquire a sufficient knowledge of navigation and other studies, which they could not satisfactorily obtain on a cruising vessel, in order to qualify them to pass the examination for promotion—such as it was.

If Chauvenet had been older, or had possessed a better

PROFESSOR WILLIAM CHAUVENET.

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understanding of the causes of repeated failures of others to induce Congress to provide for a complete educational course for midshipmen, he might well have hesitated in the undertaking upon which he now entered. But, fortunately, he had all the ardor of youth and inexperience; and therefore he drew up a plan for the conversion of the institution into a regularly organized school in which all the subjects necessary to the education of the naval officer should be taught by competent instructors. This was the germ of the future Naval Academy. It represented to the Secretary of the Navy that the same power exercised by that official in sending the midshipmen to the Asylum for one year and in sending one professor there to teach them might be exercised in retaining them there for two more years, and in providing not only more naval professors, but also any regular officers of the service who might be willing to engage in instruction. The plan involved no new expense. The requisite material and personnel were at the disposition of the Secretary of the Navy. It was, of course, foreseen that, as the numbers of midshipmen in attendance would be increased by their remaining several years at the school, new quarters might be necessary, and it might soon be desirable to increase expense, which the Secretary had no authority to meet without a specific appropriation by Congress; but the first object was to initiate a successful course of study, and then to ask Congress to support it.

Early in the winter of 1843–44 Professor Chauvenet drew up a programme of a two-year course of study at the Naval Asylum, which was officially adopted by the

Secretary of the Navy, Mr. David Henshaw, and the Governor of the Naval Asylum received orders to carry the system into effect in the following September. But Mr. Henshaw left office soon after issuing the order, and Secretary Mason revoked it, in deference to the representations of naval officers, who thought that the midshipmen could not be spared from service at sea to attend a two-year course on shore.

The important suggestion that there was sufficient power already vested in the Navy Department to establish a national naval school adequate to all the necessities, without recourse to Congress, was thus made. How it fructified we shall see farther on; for the present it is enough to say that, despite its apparent failure, it served an immediately useful purpose, in that it led to the immediate improvement of the one-year course. The faculty of the school was strengthened by the addition of Professor J. H. Belcher, who gave lectures on maritime law, and by the first naval officers of the line who systematically undertook to impart their professional knowledge to their younger brethren. These were Lieutenants James H. Ward, who became Instructor in Ordnance and Gunnery, and Passed Midshipman Samuel Marcy, who assisted Professor Chauvenet in teaching navigation.

Ward had enjoyed considerably greater educational advantages than usually fell to the lot of the naval officer of the time. He had entered the Navy with a good common-school training, and after a four years' cruise on the *Constitution* had obtained a year's leave, which he spent at Washington—now Trinity—College, Hartford.

Although his sea service, save only this brief period, had been continuous for nearly twenty years, and often of the most arduous character, he had been so persistent a student that when he came to the Philadelphia school he had an accomplished reputation as one of the best-educated officers in the Navy.

Greatly as Professor Chauvenet had improved the Naval Asylum School, it must not be assumed that it had risen to the dignity of an institution which educated even a tenth of the young officers. Sometimes it did not have a twentieth of them. That it did good is indisputable; but upon the midshipmen as a body it could not at the outset accomplish any marked results, especially when their number was constantly changing owing to the absence of any check imposed by law upon Executive appointments, and when their morale was steadily deteriorating. To perceive what this deterioration was doing it is necessary to look at the state of affairs prevailing in the active Navy during the period of the development of the Naval Asylum School just under review.

PERRY'S FLAG AT LAKE ERIE.
Now at the Naval Academy.

CHAPTER IX

Wherein the Condition of the Midshipmen, despite all Efforts to Improve it, Grows Perilous, and finally one of them Gets Hanged at the Yard-arm; and the Worst of the Gale now having been Weathered, a Clearer Horizon Begins to Open with the Mastheads of the new National Naval School just Awash

WHEN the first appropriation for building steam vessels was made in the spring of 1839, the advocates of the establishment of a national naval school found that a new argument in their behalf had come into existence, for it became quickly manifest that the substitution of steam for sail power would call upon the naval officer for knowledge in branches of learning which he had hitherto had no occasion to acquire.

The man-of-war then contained the least possible amount of mechanism. It was a cardinal principle that the work of a warship should be done by "beef"—by men's muscles—and not through the agency of mechanical devices other than those of the very simplest type. Topsail-yards were hoisted and guns and boats taken in by men pulling on the tackle-falls. Not a winch was on board. The capstans for raising the anchor were of the simplest kind, and turned by men

pushing the bars and walking around. The gun-carriages were mere wooden barrows on wooden wheels, hauled in and out by tackles. The guns themselves were elevated by handspikes used as levers and thrust under the breech, and retained at the desired angular position by quoins, which were merely wedge-shaped pieces of wood. Flint-locks were still in use, and always supplemented by burning match rope. The gun sights were battens of oak made by the ship's carpenter, with a groove parallel to the axis of the bore, and lashed to the guns with marline. The pumps were of the simplest type, operated by hand-levers like the old-fashioned fire-engines. Wire and iron standing rigging with turnbuckles or tightening screws was unknown, and so were chain cables, the use of which was strongly opposed by the old sailors for years. Rope was everywhere employed. In brief, every appurtenance of the ship was of the most primitive construction, and purposely kept so, long after the merchant vessels had adopted labor-saving mechanisms of all kinds.

There was, therefore, no environment afloat which could foster any mechanical learning on the part of the midshipmen, nor favor their acquiring a new vocation. At the same time, there were far-seeing men to recognize that, sooner or later, the inevitable onward march of steam propulsion would render a knowledge of marine engineering indispensable to those upon whom the responsibility of handling the marine war power was to come. The demand for a naval school, already insistent in the public press, therefore assumed a new phase. Hitherto the proposals had been merely for a school of navigation and

seamanship to be located at some one convenient point, such as Craney's Island near Norfolk, or Fortress Monroe, or Governor's Island in New York harbor; or, as Maury and others of the officers preferred, upon cruising school-ships, or at least, as finally was established, upon a vessel like the *North Carolina*, which in winter was moored at the Brooklyn Navy Yard, and in summer anchored in New York bay. Now, however, they began to change and include arguments in behalf of combining with the national school of seamanship, navigation, and naval architecture a school of steam engineering.

It was proposed that the educational course should be four years at a naval school, with annual practice cruises, and then three years at " steam instruction." " The place for the Naval School," said one of its advocates, " should be anywhere, even on top of the Rocky Mountains, whence, as the king penguins do their young, the reefers should be marched down to salt water once a year and be taught to put in practice the theories they had learned in the rookery." But the preferred spot was the dock-yard at Memphis, Tennessee, where machine building could be made a special feature. Another advocate suggested that a school devoted to steam engineering exclusively should be established at St. Louis, to which all the midshipmen in turn might be sent.

It is hardly sufficient to say that these seeds fell on barren ground. The ground literally cast them forth. It was as impossible to obtain the sanction of the sea officers, who were the real rulers of the Navy, to such a plan as this as if it had been proposed at the same time to instruct all the midshipmen in the trade of bricklaying.

Nevertheless, the agitation did good, and brought the fulness of time for the creation of the Naval School measurably nearer.

On the other hand, however, the tares that had been sown long before were ripening. The lowered *morale* of the whole service incident to the severe discipline of the "smart ships" and the neglect of the young officers began to show itself in the high places. To the tales of the infliction of brutal floggings and hard labor became added charges of wrongdoing against the men who had risen to command. It is not necessary here to discuss the probable foundation for these. It is enough that they were made, and that the newspapers of the country were full of them. Within thirty years the tone of the press had changed from wholesale laudation of the officers of the Navy as patriots and heroes to bitter diatribes against them as peculators and tyrants.

The captains afloat in the "forties" were publicly denounced for incurring debts anywhere and everywhere and paying them with a flowing sheet; for requiring the "slush funds" of their ships (funds derived by the men from selling the grease from their rations, and since time immemorial Jacky's perquisite) to be entrusted to them, and then stealing them; for certifying to false musters and false accounts, so that they might draw the illegally charged pay; for selling government supplies furnished to their ships; for appropriating materials belonging to the Government in order to construct speculative buildings; for hoisting a midshipman aloft to the royal masthead by means of the royal halliards, as a punishment; for grabbing stakes from a gambling table and running

away; for rating their relatives as clerks and permitting them to draw the pay, while forcing enlisted men to do the actual work; for smuggling; for nepotism and favoritism in the most offensive forms; for drunkenness and debauchery in their own cabins; and for brutality to the officers and men under their control.

In vain the advocates of a national naval school pointed out that this state of affairs, if true, must have had its origin in ignorance. In vain the Secretary of the Navy urged upon Congress the paramount need for such a school, citing West Point as proof of its value and practicability. The most that was accomplished was a limitation, imposed in 1842, intended to check the reckless appointing of midshipmen to pay off political debts; which was but a jump from the frying-pan into the fire, because no provision was made for regulating the distribution of the appointees authorized; and as a consequence certain sections of the country were more highly favored than others. In 1842, out of 158 midshipmen appointed, seventy were selected from Virginia, Maryland, and the District of Columbia.

Within the service there was grave dissatisfaction. Several of the ablest of the older officers—and chief among them Lieutenant Maury, who, in his articles entitled "Scraps from a Lucky Bag," published in the *Southern Literary Messenger*, aroused the attention of the whole country — denounced the existing conditions in terms which would speedily have resulted in a court-martial had the naval regulations of to-day then been in force. The public mind was inflamed by the reports of the brutality and oppression on ship-board, and the

agitation to abolish flogging and curtail the power of the captains assumed new vigor. The little school at the Naval Asylum, the development of which in the meanwhile had taken place in the manner already told, had exercised no perceptible retarding influence upon the general demoralization. The circumstances were all, therefore, favorable to a crisis of some kind—and it came.

Several of the young acting midshipmen were quartered on board the ship-of-the-line *North Carolina* at New York, which vessel was also at the time used both as a receiving ship or "guardo," and as a training-ship for apprentice boys. Among the midshipmen was Philip Spencer (his appointment bearing date November 20, 1841), a son of John C. Spencer, then Secretary of War, and a nephew of Captain William A. Spencer of the Navy, who had taken him under his special tutelage. Young Spencer had received some education at Union College, Schenectady, but even there had achieved an unenviable reputation for misbehavior and for a singular addiction to piratical adventure; a trait which his friends naturally construed into mere boyish waywardness. So, like many another troublesome youth, he was launched in the Navy, to be disciplined and cured. Captain Spencer, having been ordered to the Mediterranean Squadron, turned the boy over to the immediate care of the junior lieutenant of the *North Carolina*, William Craney. It was not long before Craney discovered that his protégé was incorrigibly addicted to mischief and liquor. Not only did every effort on the part of Craney to reclaim him prove unavailing, but finally, when Craney, under great provocation, undertook to have the boy subjected

to disciplinary punishment, he found the Spencer political influence bitterly arrayed against him, and pursuing him, as he afterwards claimed, with malignant vindictiveness. However much the reports of this may have been exaggerated, the result seems to have been that the unfortunate Craney met with much official browbeating, and the episode ended in his leaving the service.

Spencer, meanwhile, had been transferred to the *John Adams*, on the Brazil Squadron, where he seems to have speedily added to his record for cracked-brain viciousness. He received the censure of the Navy Department, and escaped a court-martial only through the influence of his father and his own promises of amendment. In the fall of 1842 he was sent to the brig *Somers*, a small but very speedy craft of 226 tons measurement, which had lately been launched at New York, and which, under the command of Commander Alexander Slidell Mackenzie, had been ordered to the coast of Africa with despatches. The *Somers* carried ten guns. Her personnel consisted of twelve officers, nine seamen, six landsmen, and about one hundred apprentice boys, drafted from the *North Carolina*—the ship on which Spencer had only recently served.

The *Somers* left Cape Palmas on November 11, 1842, for New York, intending to stop at St. Thomas on the way. On November 26th the commanding officer was apprised of a conspiracy, set afoot by Spencer, to capture the brig, murder her officers, and take her to the Isle of Pines, whence she was to sail as a pirate.

Commander Mackenzie had been in the Navy since 1815. He was about forty years of age. To an excellent

professional reputation he had added considerable renown as an author. With the possible exception of Maury, there was hardly an officer in the service of greater attainments both in and out of his immediate calling. He was a cool, self-contained, clear-minded, thoroughly-trained seaman; the last man imaginable to give way to fear or passion, and distinctly one on whose judgment in time of emergency it would seem reliance could be safely placed.

The *Somers* had none of the imposing appurtenances of a man-of-war. She was a little vessel, not any larger than the ordinary coasting schooner or than many a private yacht of to-day. She had low bulwarks, a single narrow deck flush fore and aft, and a long truck-house, or companion, raised a few feet above the deck to let light and air to the officers' quarters below, which were separated from those of the crew by bulkheads. Allowing for her necessary stores and equipments, it is obvious that her available berthing space was small, and that her people must have been closely crowded. Access to her deck from the officers' quarters was attainable only through narrow scuttles, so that a few men stationed thereat could easily have kept her officers below or killed them in detail if they attempted to come up. There were no marines to guard the magazine and arm-chests.

Mackenzie was well aware of Spencer's bad reputation, and when the midshipman was first ordered to the *Somers* had endeavored, though without success, to have him transferred to another vessel. Nevertheless, when the first report of the intended mutiny reached him he treated it as mere vaporing; but the other officers

regarded it with such serious apprehension that he caused Spencer to be arrested and put in irons. A search in Spencer's effects revealed documents of a sufficiently compromising character to cause also the arrest of Samuel Cromwell, boatswain's mate, and Elisha Small, seaman, and afterwards four others of the crew. The behavior of the men now became marked. They were sullen, disobedient, and in brief showed the premonitory symptoms of mutiny.

Mackenzie convened his officers in a court of inquiry. They summoned the members of the crew before them, and took their depositions in writing. The brig meanwhile was managed by Mackenzie himself and two young acting midshipmen, Deslandes and Tillotson. As the result of their investigations, the officers united in a letter to Mackenzie, in which they reported that Spencer and the two arrested seamen were guilty of a

> " determined intention to commit a mutiny on board this vessel of a most atrocious nature, and that the revelation of the circumstances having made it necessary to confine others with them, the uncertainty as to what extent they are leagued with others still at large, the impossibility of guarding against the contingencies which a day or an hour may bring forth, we are convinced that it would be impossible to carry them to the United States, and that the safety of the public property, the lives of ourselves and those committed to our charge require that they should be put to death."

This was signed by Guert Gansevoort, lieutenant; R. W. Leecock, assistant surgeon; H. M. Hieskell, purser; M. C. Perry, acting master; Henry Rogers, Egbert Thompson, and Charles W. Hayes, midshipmen.

The position in which Mackenzie found himself placed

was therefore the most trying which could befall any one charged with the responsibility of command. The vessel was then 525 miles distant from St. Thomas. The length of time required to reach the nearest United States port was indeterminate, since it depended upon the wind and weather. To keep the prisoners ironed on the quarter-deck—the only available place—was to provide a constant source of irritation to the already disaffected crew, and to invite a rescue and precipitation of an outbreak, when no possible help would be available, no retreat at hand, no concessions likely to be of any use. Furthermore, however willing Mackenzie and his officers might have been to risk the issue of personal conflict, it was their duty as public officers to prevent at all hazards the vessel becoming a pirate; and as to the imminence of that, it was for them to judge then and there. They decided that but one possible course was open, and, therefore, on December 1st, Acting Midshipman Philip Spencer, together with Cromwell and Small, condemned as ringleaders, were hanged at the yard-arms of the *Somers*. Afterwards the colors were hoisted and the crew ordered to " cheer ship," which they did with a will.

The brig touched at St. Thomas, and arrived not long afterwards at New York. The news created great public excitement. The journals which had hitherto attacked the navy captains for alleged nefarious practices now concentrated their wrath on Mackenzie. The influence of the Secretary of War and his political friends was directed against him with the avowed object of bringing him to the gallows for wilful murder.

Mackenzie demanded a court of inquiry. It was held under the presidency of Commodore Stewart, and it exonerated him. Before its finding reached Washington, the Secretary of the Navy ordered him to trial by court-martial on a charge of murder. The court was as imposing a tribunal as the Navy could furnish. Commodore John Downes presided, and it included ten captains and two commanders. Despite the powerful influence of Spencer's father—who virtually directed the prosecution — its judgment was an honorable acquittal. The persecution of Mackenzie then began. Every effort was made to secure his indictment in the civil courts, but the judges in each case denied the jurisdiction of these tribunals, and dismissed the proceedings. But the necessity for providing for his defence left him broken in fortune.

Despite the attempts which have been made of late years to heap obloquy upon Mackenzie's memory, and to secure the official canonization of the three miscreants who were rightly hanged, the verdict of posterity has long since justified his action.

Spencer has repeatedly been depicted if not as an injured innocent, at least as an officer of experience, and hence unlikely to join in such an adventure. As a matter of fact, he had been in the Navy but one year, and apparently had not received even his midshipman's warrant. The execution of Cromwell and Small not only deprived the disaffected members of the crew of their leaders, but left them with no one capable of navigating the ship even if they should gain possession of her.

The controversy which long raged around the event

established the principle which Charles Sumner thus laid down:

"Over all errors of judgment under such circumstances of necessity, the law throws its ample shield. Whatever the commander does in such an emergency in good faith and in the conscientious discharge of his duty, believing it to be necessary to the safety of his ship or of the lives of those on board, receives the protection of the law."

The tragedy of the *Somers* served better perhaps than any other occurrence could have done to fix public attention upon the shortcomings of the existing system of appointing and of educating young naval officers. It showed the absurdity of taking in youths at the behest of politicians without a proper proof of fitness, and the wretched folly of sending bad boys into the Navy as a reformatory, or even of subjecting good ones to the wholly unfamiliar influences of naval life afloat without previous preparation. The press thundered, but proposed little that was of practical value. The officers of the *Vincennes* begged for the establishment of naval schools and the abolition of sea professors; and Commodore Stewart individually advocated a single school where mathematics, languages, international law, and the principles of the steam-engine should be taught. The Secretary of the Navy—as his predecessors had done over and over again—made similar recommendations, and proposed that schools should be established at "such of the old military fortifications on the seaboard as may afford suitable accommodations, and as may not be required by the War Department."

But nothing came of it all, except a law enacted in

1845 and intended to prevent the members of Congress from certain States obtaining more than their share of patronage. It provided that midshipmen should be appointed from each State and Territory in proportion to the number of Representatives and Delegates, the appointee being an actual resident of the State from which he was appointed. As the Secretary of the Navy could not know much about the inhabitants of particular districts, he naturally sought to ascertain concerning the fitness of the applicant from the Congressman of the district in which the applicant lived. The actual recommendation by the Congressman, which was the next step beyond this, was not, however, legalized until 1852.

At the close of President Tyler's Administration the prospects for any improvement were wholly unpromising. For nearly fifty years Congress had resisted every influence in favor of proper education for naval officers. It was idle to cite the Military Academy at West Point as a precedent. It was the settled policy to favor the Army, and that answered every argument. Moreover, the Military Academy had been attacked as a nursery for aristocrats maintained by the horny-handed son of toil, who would not stand by and see republican institutions subverted by the establishment of another such place at his expense. Moreover, even if he did—where should it be located? Already it had been conclusively shown that the only proper place for it was St. Louis, also Memphis, also Norfolk, also Washington, also Governor's Island, also Perth Amboy, and also New London, and also various other choice spots where disinterested owners of property stood ready to sell to the Government.

To propose its location at any one of these places meant fierce opposition from every one who wanted it at any of the others. The South, which rather claimed the Navy as its own institution, insisted on the naval school, if any were established, being situated in a Southern harbor, if for no other reason than that West Point was on the Hudson. The crop of disputes local and sectional in sight was immense, the opposition to spending any money for such a purpose manifest, the abuses worse than ever, and the need of reforming them an old story to which Congress had grown tired of listening. The darkest hour had come, and, as usual, it ushered in the dawn.

OLD-FASHIONED HOWITZER DRILL—THE RUSH INTO LINE.
From the author's "Shakings," 1867.

CHAPTER X

Wherein through the Masterly Shrewdness and Diplomatic Skill of George Bancroft, Secretary of the Navy, the Naval School of the United States is Founded in Annapolis, Maryland, without Troubling a Reluctant Congress for either Law or Money

GEORGE BANCROFT of Massachusetts—scholar, historian, orator, and statesman—became Secretary of the Navy in March, 1845. When he left that office eighteen months later the Naval School of the United States was established and in full operation at Annapolis, Maryland. The achievement was a masterpiece of diplomacy.

Mr. Bancroft was familiar, on the one hand, with the particular conditions in the service which so urgently needed betterment, and on the other, he was sufficiently versed in the devious ways of politics to know the futility of any preliminary appeals to Congress. He was a man of schools and universities, and appreciated the steadying and uplifting power of education. He had a practical knowledge of school-making, for in his early days he had himself organized and conducted for several years the famous Round Hill School at Northampton, Massachusetts, where he put into successful practice enlightened

modes of teaching widely different from those prevalent about him. Before he had accepted his portfolio he had fully matured the intention to establish for the Navy a school like that which the Army had at West Point.

The approval by Secretary Henshaw of the plan for a naval school devised by Professor Chauvenet furnished, as has been said, a precedent for the exercise of the power of the Navy Department, and also indicated that such power was sufficient for the carrying of the project into effect. The revocation of this approval by Secretary Mason, while not destroying the precedent, stopped further progress. With the advent of the new Secretary, Professor Chauvenet became inspired with renewed hopes for the success of the plan, and called Mr. Bancroft's attention to it.

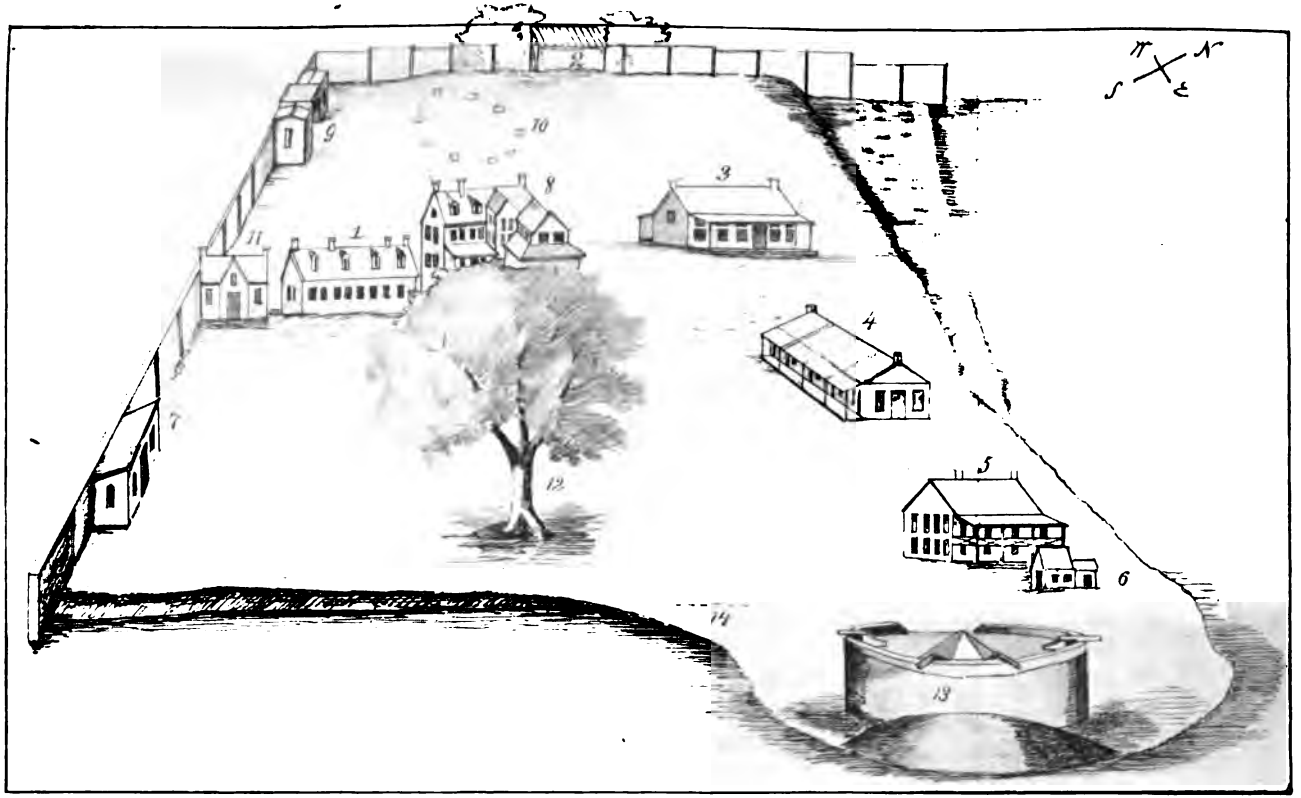
Mr. Bancroft was too prudent a man unhesitatingly to revive the scheme which Secretary Henshaw had favored without first taking counsel with the Navy. There was a very respectable number of the older officers who believed a naval school on shore to be altogether impracticable. They said "you could no more educate sailors in a shore college than you could teach ducks to swim in a garret." Until a project could be devised which, even if it did not secure their support would, at least, not arouse their active opposition, it was premature to consider the extent of his powers. Moreover, it was also manifest that the plan as approved by Henshaw, besides being discredited by the act of Bancroft's immediate predecessor, had been before the Navy long enough to permit every one at all against it to accumulate an arsenal of antagonistic arguments.

Mr. Bancroft therefore shrewdly saw that the best course was to have a new plan emanate from the Navy itself, rather than for him to propose one; for while the latter would command outward respect in the service because of his official position, it would be certain to be furiously assaulted in private wherever this could be safely and effectively done.

A favorable opportunity presented itself ready to his hand. The examination of midshipmen for promotion was due in June (1845). The place where the Examining Board was to meet was the Naval Asylum School, which, thanks to Chauvenet and Ward, now furnished an object-lesson capable of doing more to refute the arguments about the absurdity of a land school for sailors than all the verbal counterblasts which could be invented.

The Board itself was composed of men of high rank, who had the entire confidence of the service: Commodores George C. Read, Thomas Ap. C. Jones, and Matthew C. Perry, and Captains E. A. F. Lavellette and Isaac Mayo. These officers Bancroft at once constituted an advisory council with respect to the proposed school and asked of them suggestions as to the organization, the kind of studies advisable, and whether Fort Severn at Annapolis, which had been recommended to him as a suitable place, would answer the end in view, especially "as a vessel could be stationed there to serve as a school for gunnery."

Bancroft's letter to these officers, dated June 13, 1845, written but little more than three months after he had taken office, is therefore the first official document pertaining to the existing Naval Academy. It presented



FORT SEVERN IN 1845 (FROM AN OLD MAP).

The numbers refer to the buildings, etc., as named after the Naval School was established.

1. Buchanan Row.
2. The Abbey.
3. Mess- and Recitation-Rooms.
4. Apollo Row.
5. Rowdy Row.
6. Brandywine Cottage.
7. The Gas House.
8. Superintendent's House.
9. Gate-House.
10. Ring of Poplar Trees.
11. Chaplain's House.
12. Old Mulberry Tree.
13. Fort Severn.
14. Site of Practice Battery.

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the whole subject so diplomatically that the Board, instead of dividing over the question of the possibility or expediency of any school at all, which Bancroft especially desired to prevent their doing, proceeded to wrangle gloriously over a merely collateral matter—the old issue of where such an institution ought to be situated.

They were entirely harmonious in agreeing upon a Southern location, but Captain Mayo lived at Annapolis, and, as Professor Lockwood says, "believed that the world revolved around that place." Whether Mayo suggested the idea of selecting a site at the Maryland capital, or whether it was a remembrance of the old resolution of 1826 of the Legislature of that State, coupled with Secretary Upshur's economical notion of using an obsolete army post when nothing better seemed obtainable, it is needless here to inquire. Perry always voted with Mayo, on general principles. Jones saw nothing good outside of Virginia, where he came from, and he, with another, insisted on an island at the mouth of the Elizabeth River. The others preferred islands in Chesapeake Bay.

They debated the matter for twelve days, and finally Jones and Mayo managed to agree upon Annapolis, whereupon the rest acceded. Bancroft had won his first victory. The value, necessity, expediency, and practicability of a naval school on land had been practically conceded by a Board of distinguished naval officers.

The site chosen was an old army post, known as Fort Severn, located on the point of land which forms the easternmost extremity of the city of Annapolis, and lies between the harbor and the Severn River. Windmill

Point, as the peninsula was termed—taking its name from a mill which once stood on it—included an area of about nine acres, which had been purchased by the Government in 1808, when the situation was considered of military importance. It had long since ceased to be so regarded, and was now occupied by a small garrison kept there to take care of the buildings. Poor as the place was, Bancroft saw that it was far less likely to challenge Congressional criticism than a more pretentious habitation, and, besides, as the Board of naval officers had said, the fact was undeniably true that it might "be enlarged and perfected at some future time."

The plan for the new organization which the Board recommended showed that the matter had been one to which its members must have given considerable study in the past, and is worth stating in some detail. It proposed that a grade of naval cadet, inferior to that of midshipman, should be created by law, which would comprise the primary class of the Naval School, from which all appointments of midshipmen should be made after the candidate had passed through a course of elementary professional education, and had been found proficient by the authorities of the School, and a Board duly appointed to determine his fitness for a full career in the Navy. These candidates, it further advised, should be appointed in the same manner as the cadets at West Point, and allowed only sufficient pay to feed and clothe them. The officers of the establishment were to be a captain, who would be in chief command, a commander as executive officer, three lieutenants, two surgeons, a purser and his clerk and steward, a secretary to the

superintendent, and an officer's guard of marines. In connection with the stationing of marines at the School, it was proposed for the first time in the history of the midshipmen that they should be taught infantry tactics. The academic staff was to comprise a professor and an assistant professor of the English language, constitutional and international law, a professor and assistant professor of natural philosophy and chemistry, and a professor of the French language, together with one instructor of drawing and mapping; and finally the Secretary was advised to send to the School a practice frigate and a small steamer for the purpose of illustrating instructions in naval tactics and the operation of steam-engines, both of which vessels should have full appointments of commissioned and warrant officers. The practice frigate was to be moored permanently, while the steamer was incidentally to be used for the transportation of provisions, etc., to the yard.

The School and its organization having thus been provided for, the Board recommended that acting midshipmen or cadets should be required to enter a primary class, and remain two years attached to the School before receiving a warrant as midshipmen, and they were then to go to a sea-going ship for three years, after which they were to have leave of absence not exceeding three months, and then return to the practice frigate, where they would spend one year, after which they would be entitled to their second and final examination. The general arrangement of classes it was proposed should follow that of the Military Academy at West Point as closely as possible, and the same physical and mental qualifications

of applicants for admission be rigidly exacted. The age of admission was not to be less than thirteen or more than fifteen years.

This scheme, afterwards followed in some essential features, for the present at least, involved one fatal difficulty. It made it necessary to go to Congress for money to carry it into effect. But now that Bancroft had the backing of so respectable and representative a body of naval officers, he was free to revert to the question of his own powers. Meanwhile he applied to Secretary Marcy for a transfer of Fort Severn to the Navy, and while this transaction was pending he appointed a second Board, composed of Commanders McKean, Buchanan, and Dupont, to reconsider the subject, and to recommend place and persons. These men probably represented the younger element in the Navy as fully as Read and his associates represented the older. This Board again found in favor of Annapolis.

Secretary Bancroft had now succeeded in committing in favor of the scheme both of the elements—the old and the new—which always exist in the Navy personnel, and which occasionally oppose one another when the individuals do not divide on ephemeral lines of disagreement.

Meanwhile the Naval Asylum School had outstripped all the others in point of efficiency, mainly through the intelligent work of Chauvenet and Ward. Reinforcing them now was Professor Henry H. Lockwood. He had been graduated from West Point in 1836, commissioned as a lieutenant of artillery, and had served with distinction through the Florida campaign of 1836–37. Subsequently he entered the Navy as a professor of

PROFESSOR HENRY H. LOCKWOOD, U. S. N.

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mathematics, and in that capacity served on the frigate *United States* during her famous cruise in the Pacific. He had now returned with new laurels earned by serving as adjutant to the land forces during the capture of Monterey in 1842, and also by achieving marked success in teaching the youngsters on his ship.

At the Asylum, Professor Chauvenet taught mathematics and navigation. Lieutenant Ward gave instruction in gunnery, little knowledge of which was required at the examination for promotion, but which the midshipmen nevertheless were induced to study, thanks to Ward's able presentation of the subject and his own personal influence on them. Lockwood—who always was famous for the multiplicity of his attainments and the thoroughness with which he mastered all of them—relieved the other two instructors as occasion required.

Bancroft, having now determined to act without recourse to Congress, was confronted with the serious problem of ways and means. To fail meant not only disaster to his project, but the arousing of sufficient hostility in Congress to make it not unlikely that that body might take measures to curtail the powers of the Navy Department, at least to an extent sufficient to prevent a repetition of the experiment. To succeed, on the other hand, equally involved much circumspection. What was needed was a modest success; something which would neither alarm nor elate, something which afforded no possible suggestion of political place or pickings—something, in fact, which would lead Congress not to interfere with the conditions which had favored it, even if it did not make those conditions any better.

Having reached a clear appreciation of his problem,—and that is usually a long way on the road to solution—Bancroft proceeded to solve it in the following manner:

There were in the Navy at the time twenty-two professors and three teachers of languages. Their aggregate yearly pay was $28,272. This money was not appropriated by Congress specifically as pay, but was embodied in the yearly estimates for the Navy, and it was the custom of the Department to take this amount from the pay of the Navy and from the allowance for contingent expenses, putting its expenditure under the separate item of "instruction." One of the causes which prevented getting competent men to serve as instructors was that when they were off duty their pay ($1200 per year) was stopped.

The whole amount of the appropriation for instruction, however, remained always available, so that the less the number of professors actually ordered to duty, the greater the sum which was left at the Secretary's disposal to be devoted to "instruction" in any other way which he might see fit to adopt.

There were certain of the professors who were much better adapted to their vocation than others. With the services of the latter Bancroft proposed to dispense, and to bring a few of the best men to a suitable place where all the midshipmen to be instructed could also be ordered. He would then be free to use the funds not paid to the professors relieved from duty for the support of the School.

That plan was carried into effect. Eleven of the professors and all of the teachers of languages were placed

on waiting orders. Finding their pay stopped and perceiving no further probability of again receiving naval employment, they sought other pursuits.

Out of the list of professors and teachers remaining in the service, Chauvenet and Lockwood were selected to go to Annapolis, and Lieutenant Ward and Passed Midshipman Marcy, who were associated with them, were likewise ordered to the new School. Commander Franklin Buchanan was chosen as its first commanding officer, and no better choice could have been made. He had entered the service in 1815, and had already achieved a high reputation as an energetic and efficient organizer. To Buchanan Secretary Bancroft now wrote, fully setting out his views, and this letter, practically the charter of the Naval Academy, is here given in full. It follows closely the lines originally suggested by Professor Chauvenet. It shows how completely the Secretary had appreciated the difficulties and obstacles which surrounded the efforts to train the young officers, the evils which had resulted, and the urgent need which existed for intelligent reform. It makes plainer than ever before the results which had come to pass by reason of the conditions affecting the midshipmen of the Navy, which in the preceding pages I have endeavored to depict. The letter is as follows:

"NAVY DEPARTMENT, August 7, 1845.

"*Sir:*

"The Secretary of War, with the assent of the President, is prepared to transfer Fort Severn to the Navy Department, for the purpose of establishing there a school for midshipmen.

"In carrying this design into effect, it is my desire to avoid all unnecessary expense; to create no places of easy service, no commands that are not strictly necessary; to incur no

charge that may demand new annual appropriations, but by a more wise application of moneys already appropriated and offices already authorized to provide for the better education of the young officers of the Navy. It is my design not to create new offices, but by economy of administration to give vigor of action to those which at present are available; not to invoke new legislation, but to execute more effectually existing laws. Placed by their profession in connection with the world, visiting in their career of service every climate and every leading people, the officers of the American Navy, if they gain but opportunity for scientific instruction, may make themselves as distinguished for culture as they have been for gallant conduct.

"To this end it is proposed to collect the midshipmen who from time to time are on shore, and give them occupation, during their stay on land, in the study of mathematics, nautical astronomy, theory of morals, international law, gunnery, use of steam, the Spanish and the French languages, and other branches essential in the present day to the accomplishment of a naval officer.

"The effect of such an employment of the midshipmen cannot but be favorable to them and to the service. At present they are left, when waiting orders on shore, masters of their own motions, without steady occupation, young and exulting in the relief from the restraints of discipline on shipboard. In collecting them at Annapolis for purposes of instruction, you will begin with the principle that a warrant in the Navy, far from being an excuse for licentious freedom, is to be held a pledge for subordination, industry, and regularity, for sobriety and assiduous attention to duty. Far from consenting that the tone of discipline and morality should be less than at universities or colleges of our country, the President expects such supervision and arrangement as shall make of them an exemplary body of which the country may be proud.

"To this end you have all the powers for discipline conferred by the laws of the United States, and the certainty that the Department will recommend no one for promotion who is proved unworthy of it from idleness or ill conduct, or

continuing ignorance, and who cannot bear the test of a rigid examination.

"For the purposes of instruction the Department can select from among twenty-two professors and three teachers of languages. This force, which is now almost wasted by the manner in which it is applied, may be concentrated in such a manner as to produce the most satisfactory results. Besides, the list of chaplains is so great that they cannot all be employed at sea and the range of selection of teachers may be enlarged by taking from their number some who would prefer giving instruction at the school to serving afloat. The object of the Department being to make the simplest and most effective arrangement for a school, you will be the highest officer in the establishment, and will be entrusted with its government. It is my wish, if it be possible, to send no other naval officer to the school except such as may be able and willing to give instruction. Among the officers, junior to yourself, there are many whose acquisitions and tastes may lead them to desire such situations. For this end the Department would cheerfully detach three or four of the lieutenants and passed midshipmen, who, while they would give instruction, would be ready to aid you in affairs of discipline and government.

"Thus the means for a good naval school are abundant, though they have not yet been collected together and applied. One great difficulty remains to be considered. At our colleges and at West Point young men are trained in a series of consecutive years. The laws of the United States do not sanction a preliminary school for the Navy; they only provide for the instruction of officers who already are in the Navy. The pupils of the Naval School being therefore officers in the public service, will be liable at all times to be called from their studies and sent on public duty. Midshipmen, too, on their return from sea at whatever season of the year, will be sent to the school. Under these circumstances you will be obliged to arrange your classes in such a manner as will leave opportunity for those who arrive to be attached to classes suited to the stage of their progress in their studies. It will be difficult to arrange a system of studies which will meet this emergency,

but with the fixed resolve which you will bring to the work and with perseverance you will succeed.

" Having thus expressed to you some general views, I leave you, with such assistance as you may require, to prepare and lay before this Department, for its approbation, a plan for the organization of the Naval School at Fort Severn, Annapolis.

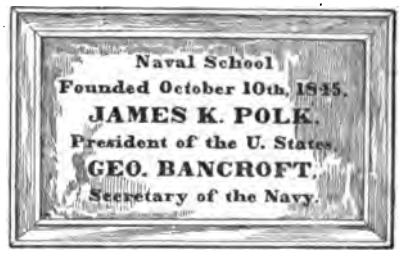
" The posts to which you and those associated with you will be called are intended to be posts of labor, but they will also be posts of the highest usefulness and consideration. To yourself, to whose diligence and care the organization of the school is entrusted, will belong in a good degree, the responsibility of a wise arrangement. Do not be discouraged by the many inconveniences and difficulties which you will certainly encounter, and rely implicitly on this Department as disposed to second and sustain you under the law in every effort to improve the character of the younger branch of the service.

" I am, respectfully, your obedient servant,

" GEORGE BANCROFT.

" Commander FRANKLIN BUCHANAN,

" United States Navy, Washington."



THE OLD TABLET,
FORMERLY IN THE RECITATION BUILDING.

CHAPTER XI

Wherein we Survey the Grounds and Buildings of the Naval School as they originally Were and Recall the Life of the Midshipmen who first Went there, and finally Reach the Period when it Became Necessary to Appeal to Congress for Help, the which that Body—being Moved thereto by the Charming Personality and Great Ability of Secretary Bancroft—Promptly and Gracefully Accorded

FORT Severn was duly transferred by the War Department to the Navy on August 15, 1845, and a fortnight afterwards Secretary Bancroft published his "plan" which, together with the "regulations" subsequently prepared by Commander Buchanan, governed the workings of the School until 1850.

The scheme provided that professors and instructors should be selected so far as practicable from officers of the Navy. It established the Academic Board, which transacts all the business of the School and decides on the merits of students. It specified the ages for entrance as between thirteen and sixteen years, and also the scholastic qualifications. The latter were very simple, being merely ability to read and write well and a knowledge of geography and arithmetic. Bancroft was astute enough to see that the imposition of any higher standard than this would have imperilled the success of the

enterprise. He feared that stock argument of the demagogue,—that rich people could give their sons better facilities for preliminary instruction, and that, therefore, there would be discrimination against those less favored by fortune. It was finally concluded that if the standard of admission at the Naval School were placed no higher than a boy could easily be qualified for at the village schoolhouse, then all of the students would start on the same footing and come up for promotion after having gone through precisely the same course of study.

As the Secretary already had perceived, however, the School could exist only to instruct officers already in the Navy; therefore his plan necessarily provided that "when an acting midshipman receives his appointment he is to be attached to the School subject to the exigencies of the service." Semi-annual examinations were ordered, and midshipmen found deficient were to be "restored to their friends." Those passing were sent to sea for six months, and then on a favorable report given their warrants, with another opportunity to be "restored" if the report was unfavorable.

Shore duty for midshipmen—a prolific cause of their irregularities—was abolished, and all of them when not on leave sent to the School. The course of study prescribed included "English grammar and composition, arithmetic, geography, and history, navigation, gunnery, and the use of steam; the Spanish and French languages, and such other branches desirable to the accomplishment of a naval officer as circumstances may render practicable." The professors were required to keep records of all recitations and report to the Superintendent.

COMMANDER FRANKLIN BUCHANAN, U. S N.
First Superintendent of the U. S. Naval Academy.

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The complete Academic staff was duly organized as follows:

Commander Franklin Buchanan, Superintendent.

Lieutenant James H. Ward, Executive Officer and Instructor in Gunnery and Steam.

Surgeon John A. Lockwood, Instructor in Chemistry.

Chaplain George Jones, Instructor in English Branches.

Professor Henry H. Lockwood, Instructor in Natural Philosophy.

Professor William Chauvenet, Instructor in Mathematics and Navigation.

Professor Arsène N. Girault, Instructor in French.

Passed Midshipman S. Marcy, Instructor in Mathematics.

At eleven o'clock on the morning of October 10, 1845, all hands assembled in one of the recitation-rooms, and the Superintendent, after a brief but pointed address in which he announced he should exact rigid compliance with all laws, orders, and regulations, declared the School open.

The midshipmen of the '39 date (so called from the year of their entrance into the Navy, 1839) were the last to report at the Naval Asylum for examination for promotion. Of the fifty who now came to Annapolis, thirty-six were old hands of the '40 date, and these were now eligible for promotion in their turn. With the thirteen youngsters of the '41 date, affairs were different. Their promotion was still distant, and ordinarily they would have been on shore duty, and, if attending school at all, they would have been under no restraint, save the lax control which prevailed at the Naval Asylum and the navy yard establishments. They seem to have felt rather

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injured on the whole that they should have been deprived of their shore fling to have their noses thus held to the educational grindstone. Finally there were seven who had just entered, and they, being totally green, took whatever came as a matter of course. The newcomers were under sixteen years of age. The " oldsters " were of all ages from eighteen to twenty-seven, and the more venerable among them were naturally the most vehement in denouncing the innovation which sent them back to be schoolboys. But they had to bear with it whether they liked it or not.

The old buildings at the ancient army post at Annapolis to which the midshipmen now repaired had been termed by Secretary Bancroft " a modest shelter for the pupils," and they certainly deserved no more complimentary description. The grounds, which were rough, and practically uncared for, were bounded on two sides by the harbor and the river, and on the other two by a wall which ran from the harbor northwesterly and then northeasterly to the Severn. The apex of the angle of the wall was about 150 feet within the present easterly gate, and near that point was located the gate-house, through the arch of which entrance to the grounds was obtained.

On the bay side the shore curved inward nearly to a large mulberry tree, which, after the sea-wall was built and the land filled in behind it, stood in the centre of the plain. The old tree remained as a landmark and range-guide for vessels in the harbor until May, 1895, when it was found to be so badly decayed as to render its removal necessary.

On the river side some of the buildings were less than fifty feet from the shore, at which there was a steep embankment. There was no sea-wall. Outside the bank and along the western portion of the river front the land was low and marshy.

On entering the enclosure one proceeded for a short distance along a straight path which terminated in a circular road surrounding a ring of poplar trees. These began to die in 1856, but some of them, gnarled and twisted, still remain (1900), covered with ivy and creepers. To the left of the entering visitor and about midway the western wall and against it was a little structure containing two rooms and an entrance-hall. In this some of the midshipmen were quartered, and it was called "The Abbey."

To the right, with a side path leading to it, was the Army Commandant's house, the best edifice in the enclosure, and already more than a hundred years old. Yet it stood for more than fifty years longer, and was not demolished until its cracking walls and settling floors made it unsafe for habitation. This became the quarters of the Superintendent. Adjoining it were four dwellings a story and a half in height, which were comparatively new, having been built in 1834. At the opening of the School one of them was assigned to Lieutenant Ward and the others to professors. Three years afterwards their roofs were raised to admit another story. The row was and still is called Buchanan Row, and during the summer of 1898 it furnished quarters for Admiral Cervera and the senior officers of his squadron who were captured at Santiago.

Beyond these houses again came the quartermaster's office, a small brick dwelling built against the boundary wall. This was also soon enlarged, and became the residence of the Chaplain of the School.

Between the Superintendent's house and the river was a building originally devoted to the unmarried enlisted men. It was two stories high and divided into large barracks. In the lower story were two rooms, separated by a hall through the middle of the building. The lower floor of one barrack became the midshipmen's mess-room, and the lower floor of the other, the kitchen. The apartments on the upper floor were recitation-rooms. At some period a room in this building appears to have been used as a chapel.

From a point between the Commandant's house and the barracks just described ran a row of Lombardy poplars, in line about parallel to the buildings now known as Stribling Row or the "old quarters," and terminating at the fort which stood at the extremity of the peninsula. Facing the path which followed the trees was a one-story wooden building, about sixty feet in length, and divided into four sections, each having a door and a window opening upon the long veranda. This was originally quarters for married men, but it now became those of the midshipmen, who were packed into it four in a room. They named the house "Apollo Row." It was a wretched ramshackle structure, with doors and windows which did not fit, and which let in the rain and snow in winter. Midshipman Edward Simpson of the '40 date—the pioneers in residence—lived in No. 3 Apollo Row, and he says that the incoming rain was rather the more

objectionable, " as the temperature we were able to sustain in winter with one grate fire was not sufficiently high to melt the snow."

Farther along the walk in the direction of the fort was a rather more pretentious two-story building, constructed as the post hospital. Here a large number of midshipmen were quartered, and this edifice was christened " Rowdy Row." Between it and the river there was at one time a bowling-alley. Still proceeding toward the fort was a brick bake-house, which was converted to the uses of a lot of youngsters who had made a cruise around the Horn in the frigate *Brandywine*. They at once named their quarters " Brandywine Cottage," and at all times and seasons there came from it the refrain:

" *Brandywine*, *Brandywine*,
The roaring *Brandywine*."

If the visitor should now cross the plain passing the mulberry tree, he would find against the boundary wall still another edifice which had been originally devoted to the purpose of a blacksmith's shop, but which now also was pressed into service as midshipmen's quarters.

It will be seen, therefore, that the arriving midshipmen —all of the '40 date—were pretty well scattered within the enclosure, and that they divided themselves and named their abodes according to their own ideas of the fitness of things. Thus Apollo Row gained its title from the superior elegance ascribed to, or perhaps claimed by, its occupants. Rowdy Row was the scene of the most hilarity and general uproariousness. Brandywine Cottage, as has been said, was the abode of the *Brandywine's*

midshipmen, and the blacksmith's shop received the name of the " Gas House," because the inhabitants, led by Midshipman (subsequently Brigadier-General) Nelson, achieved a certain celebrity on account of what Professor Lockwood has since called their " well-known way of gassing about everything and everybody."

Of all of these abodes, the Abbey originally enjoyed the best reputation. In harmony with its name, its occupants were supposed to be pious and of a serious disposition. No skylarking disturbed its serenity, no roaring choruses came from its portals, and no illicit lights appeared after hours at its windows. So orderly and well behaved was it that the officer of the day was prone to omit it from his regular inspections. But when its extreme goodness came at last to look unnatural, suspicion lay but a step beyond. Then followed a sudden raid of the authorities and a swift descent from grace, for behold a tunnel through the wall at the back of the house stood revealed, out of which its staid dwellers regularly escaped into town, or, as they called it, " Frenched." The silence which had prevailed at night was the silence of solitude, for the youngsters supposed to be peacefully studying or sleeping were indulging in hilarious larks outside. And when they were not at that they were receiving contraband bottles through the hole. So fell the Abbey, and Rowdy Row with open arms welcomed it to congenial wickedness.

Fort Severn itself, which still stands, in those days consisted of a stone wall fourteen feet in height, enclosing an area about one hundred feet in diameter, within which was a small circular magazine of brick having a

conical roof which rose above the top of the wall. The space between wall and magazine was covered by a platform, upon which were mounted eight guns *en barbette*. The parapet was two or three feet higher than the platform, and the top was sodded. On the land side without the wall was a furnace for heating shot.

The midshipmen were exercised at first at great guns with this battery. Later Lieutenant Ward erected a shed on the bay shore and near the fort, where he mounted four navy 24-pounders; and these were employed for target-firing by the midshipmen, although not for long, for in 1851 a wooden wall was built on the fort, covered by a conical roof, which was surmounted by a cupola and pierced with ports fitted up like those of a ship. At these ports modern guns were arranged, while outside of the wall on the parapet several mortars were installed. The midshipmen drilled at the guns in the fort until 1866, when the building was converted into a gymnasium.

Whether the midshipmen of the date of '40 were inherently any better behaved than their comrades of '41, or whether it was because they were cramming for their examination for promotion, it is hardly possible to decide; but it is fairly certain that they comported themselves on the whole much better than the '41 date, and controlled their younger brethren at least sufficiently to permit the School to be well and fairly started. They recognized that for midshipmen to study such subjects as natural philosophy and chemistry was something entirely new in the history of the Navy, and that the time when a knowledge of seamanship and practical navigation alone

was sufficient qualification for advancement had gone by. They worked hard, and got liberty (if not under quarantine) to enjoy the delights of Annapolis on Saturday nights.

Then the "Spirits Club," whereof Midshipman Edward Simpson was Grand-Master, would meet at some place where the oysters and the punch were good and listen to the "Song of the Spirits" duly chanted by their shepherd, who afterwards marched them back into the fold. About the worst thing they did on these occasions was to confiscate the oil lamps on the city lamp-posts and pile them up in front of the school gate. They organized a dramatic company, and gave representations in the disused theatre in the city, with such impressive effect upon the inhabitants that the latter promptly decided that the playhouse should be abolished and a church erected in its stead—so settling a long-mooted question. Thus was founded the Presbyterian Church on Duke of Gloucester Street, and "thus," triumphantly remarked Midshipman Simpson (stage-manager, subsequently Rear-Admiral) many years later, "the Academy may claim credit for having spread religious influences in the community."

They gave the first midshipman's ball in the recitation-rooms of the old unmarried men's barracks and served supper in the mess-hall, and there was a great attendance, not only from Annapolis but from the eastern shore and outlying counties, and even from (then) distant Baltimore and Washington; and finally, *mirabile dictu*, for were they not sailors? they organized a military company among themselves, made the brilliant and always

serviceable Simpson their captain, and studied Scott's *Tactics* and the manual of arms; a proceeding which excited the contemptuous ire of their juniors, as we shall see hereafter.

The general idea now was to keep the students at the School for a year; then they were to serve a probationary term of six months at sea, when they received their warrants; then they completed a full term of three years' sea service; then they returned to the School for a year, and then they were examined for promotion. But there was much confusion.

The midshipmen who entered in 1840 (forty-seven in all) were graduated in 1846, 1847, and 1848. The date of 1841 had 136 members, and they strung along through the years 1847, 1848, 1849, and 1850. The date of 1842 had but seven men in it, and they were graduated in 1848–49. There were no appointments at all in 1843 or 1844, in consequence of the Act of 1842 limiting the number of midshipmen. The date of 1845 had but three members, graduated in 1851 and 1852. The dates of 1846, 1847, 1848, and 1849 were all graduated in the sixth and seventh year after entrance, the date of 1850 in the sixth year, and then came the complete change of the organization which will be noted in proper place hereafter. They all have terminated their active careers, those youngsters of the "forties." They have hoisted their flags as rear-admirals, and worn their stars, and passed into honorable retirement.

Commander Buchanan lost no time in getting the School in running order. The midshipmen were distributed in two classes: the junior class including those

who had just been admitted and had not been to sea, and the senior class, those who were entitled to examination for the grade of passed midshipmen at the end of the academic year. Of course this left unclassified those who, like the '41 date, had been to sea but had not become entitled to examination for promotion, and they were put in anywhere; some were assigned to the senior class and some to the junior, some, in certain recitations, to sections of the senior class and in others to sections of the junior, and so on as every individual's specific requirements seemed to indicate. The result was little short of chaotic.

The studies of the junior class were arithmetic, elements of algebra and geometry, navigation as far as the sailings and the use of the quadrant, geography, English grammar and composition, and the French or Spanish language; while the class also attended lectures on natural philosophy, ordnance, and chemistry delivered to the seniors.

The senior class studied algebra, geometry, plane and spherical trigonometry, nautical astronomy, navigation, descriptive astronomy, mechanics, optics, magnetism, electricity, ordnance, gunnery, the use of steam, history, composition, and the French or Spanish language.

That is to say, they "studied" those things, but what they ever learned about most of them is another question. It was a far cry from these attainments back to the simple acquirements—seamanship and a modicum of elementary navigation—which were all that were necessary to insure passing the examination for promotion but a year before.

If the oldsters of '40 accepted these new studies as "all in the day's work," their comrades of '41, not having the same incentive of approaching promotion, declined so to regard them, and, on the contrary, contemplated them—especially electricity and magnetism, of which very few individuals in this country outside of college professors knew anything at all, and they mighty little—with trepidation, and bewailed the hard fate which had befallen them. As for military drill, which the '40 midshipmen practised voluntarily, their juniors would have none of it, and when it was enforced on them, as will appear hereafter, denounced it as the crowning injury.

It may be asked why the strong hand of authority did not repress at the outset the boyish lawlessness which now rapidly augmented. The reason simply was that the hand of authority was not strong, or, at least, did not so consider itself, as long as the explicit sanction of Congress was lacking. The great result to be achieved was not a school perfectly organized and disciplined, but a school simply in running order before the inevitable time should come when nothing more could be accomplished without Congressional aid.

In the late summer of 1846 that period arrived. The old professors who had supplied the cruising ships and the early schools had gone or become few and far between. In their place there was the Naval School working well. If Congress should hesitate in granting an appropriation for the pay of these instructors because they no longer existed—there was the School, it was to be argued, doing the work. Nor was Mr. Bancroft the

man to wait for such hesitation to develop itself. He calmly forced the issue and directly asked Congress to provide for an amount not exceeding $28,000, to be expended under the direction of the Secretary of the Navy "for repairs, improvements, and *instruction* at Fort Severn, Annapolis, Md."

Then he personally promoted the measure by every influence in his power. It passed the House with little difficulty, but there were rumors of sharp opposition in the Senate. The Secretary brought all his diplomacy and skill to bear, and at last had the profound satisfaction of receiving the appropriation by an ample majority, and of seeing the Naval School of the United States then become duly organized by law.

Thus ended the long fight for it. Intelligence, shrewdness, and diplomacy had accomplished within eight months that which all the recommendations to Congress of nearly all the Secretaries of the Navy for the last fifty years had failed to achieve.

Three days after the bill became law (August 13, 1846), Secretary Bancroft directed the Superintendent to enlarge the buildings and construct new ones sufficient to accommodate one hundred midshipmen.

CHAPTER XII

Wherein is Told how the Midshipmen from Sea Came to the School and how they Fell into the Hands of one Lockwood — a Shore Warrior — who Wickedly Made them Drill like "Sojers"; and further of their Various Struggles against the Discipline which Gradually Kept Getting rather the Better of them, and Lastly of the Disappearance of the Naval School to Give Place to the United States Naval Academy

THE first Board of professors worked like beavers, for upon it devolved the arrangement of the details of the course. Ward and Girault, both men of positive opinions, speedily clashed, but the consequences were good, since they brought the Superintendent to active participation in the work of the Board, as its official head, a position which he has ever since retained. The division of time then established was, school from 8 A.M. to noon; recreation and dinner from noon to 1.30 P.M.; school again until 4.30 P.M., except on Saturday; recreation and supper from 4.30 to 6 P.M., and then study until 10 P.M.

The marking system was peculiar and original. If a midshipman made a perfect recitation he received a merit mark of + 10, and so on downwards, according to the instructor's judgment. The demerit system, however, was not based upon general delinquencies, and the

maximum bad mark was — 10. Under this somewhat illogical plan the student who made a perfect recitation received + 10, but if he were tardy without excuse he received — 5, so that his net mark was + 5; or, if he got + 10 on a given day, and on the following day concluded not to recite and therefore had — 10 inflicted on him, he was in just the same position as if he had not recited on both days because of illness or other good excuse.

At the end of the year the average merit of the midshipmen was made out from their marks, and their relative rank at the final examination was determined by combining their marks for the studies pursued in the School with those given by the Board of Examiners for proficiency in seamanship. Failure to pass a final examination in any of the branches other than seamanship and gunnery was not fatal, provided the mark obtained in the latter was high; but a breakdown in "professionals" caused the youngster, in the favorite words of the Secretary, to be "restored to his friends," unless he manifested unusual talent, and in such case he was allowed a second trial at the next recurring examination. But this involved being "turned back," and taking rank not with his original classmates but with those with whom he was finally examined. Another failure terminated his naval career.

As might be expected, the failures of students who had come to the School with strong political backing soon brought about friction between the Navy Department and the examining committee of the Academic Board. A young Hungarian presented himself, with the personal

endorsements of the Secretary of the Navy, of several influential Congressmen, and of the Superintendent himself. He failed utterly on his entrance examination. Strong pressure was put upon Lockwood, Girault, and Jones to admit him nevertheless; but they steadfastly held to their decision, and announced that an official order would have no other effect than to elicit a detailed report " showing more strikingly the great defects of the candidate." That seems to have been the Board's Declaration of Independence.

So the School continued despite its many vicissitudes, thanks to the patient and determined men who were managing it; and Congress willingly enough repeated its appropriation of $28,200 in 1847, and authorized the purchase of twelve acres more land. This addition extended the grounds to the northwest, to the road leading from the upper gate to the steamboat wharf, the town boundary line running from the old gate and coinciding with a row of trees in rear of the Herndon Monument.

Meanwhile the war with Mexico had broken out. Most of the midshipmen went at once into active service, and those at the School began to apply for detachment and for duty with the fleet. When this was denied their discontent grew rapidly, and the difficulties of enforcing discipline became enhanced. The meetings held " behind the Battery " were, however, the best safety-valve for the indignant denunciations of the Navy Department, which " kept men at school when they were only too anxious to join their ships." Then news began to arrive of the gallant deeds which their comrades were doing.

There was Wingate Pillsbury, of the '41 date—which had members in the audience—who while chasing with the launch of the *Mississippi*, in sight of his ship off Vera Cruz, had his vessel thrown on her beam ends by a squall. With his crew he managed to keep his hold upon the overturned craft until he saw that one of his men who could not swim was nearly exhausted; and then, in attempting to give his place, which was more secure, to the sailor, he was swept away by a heavy sea. That was in July, 1846.

In the following spring, when the naval battery was established before Vera Cruz, the midshipmen of the fleet drew lots for the privilege of serving in it, although upon it the Mexicans concentrated their heaviest fire. Midshipman Allen McLane leaped through an embrasure, and under a fearful shower of bullets coolly cut away the brushwood which impeded the sighting of his gun; and Midshipman Shubrick met his death by a shot which took his head from his shoulders as he crouched leisurely pointing his piece.

After that came the loss of the ill-starred brig *Somers*, upset by a squall in Vera Cruz harbor. Passed Midshipmen Clemson and Hynson insisted upon their men taking refuge in the one available boat, but before further aid could reach them, their ship sunk. Clemson clung to a spar, which he deliberately abandoned when he saw that it was inadequate to support all who were hanging to it.

There is a simple marble monument standing in the Naval Academy grounds just beside the observatory, which bears the inscriptions:

"To Passed Midshipmen Henry A. Clemson and John R.

Hynson, Lost with the U. S. Brig *Somers* off Vera Cruz, December 8, 1846. This monument is erected by the Passed and other Midshipmen of the United States Navy as a token of respect."

And

"To Midshipmen J. W. Pillsbury and T. B. Shubrick, killed near Vera Cruz in the discharge of their duties."

The youngsters who were kept fretting at the Academy put up the stone, the subscription being started in 1847 and the monument completed during the following year.

Many were the yarns which came back to the youngsters "behind the Battery" which showed the humorous side of Mexican campaigning, and gleeful their shouts of laughter thereat. There was Midshipman Young, for instance, who had wandered off with a despatch to the dragoon commander before Medellin on an ancient cavalry charger which he had not the slightest idea how to manage. He arrived just when the charge was sounded. The old war-horse promptly obeyed the bugle, and Young of course went with him, thus gaining the unsought honor of leading the dragoons and the cordial compliments of the colonel upon his remarkable gallantry.

Midshipman Parker also earned fame by his landing of a 32-pounder gun from the *Potomac*. The gun had not been put on skids, and how it was to be got out of the boat after the latter had been beached was a problem. Parker solved it by taking the gun out through the bottom of the boat. His ride behind four wild mules hitched to an army wagon, over a terrible road frequently blocked by other vehicles, after one of his mules had had his tail shaved off by a cannon-shot, might well have inspired a poem.

If the youngsters at the Academy could not get away, Superintendent Buchanan, after many efforts, proved more fortunate. Upon his departure to the front, he was succeeded as Superintendent, in March, 1847, by Lieutenant George P. Upshur; and some months later Lieutenant Ward gave place to Lieutenant John A. Dahlgren, who became instructor in gunnery, in which he was the best expert in the service. The task of teaching, however, was most irksome to him, for he was engrossed with the development of his own inventions at the Washington Navy Yard, and preferred to make the then long journey to Annapolis three times a week rather than leave his beloved work.

During the academic year 1847–48 the attendance of the midshipmen was most irregular. To examine thirty-seven of them for admission, thirty-one sessions of the Academic Board were convened. They came in one at a time at intervals of a few days. Orders detaching them singly and in groups were received almost daily. No practice ships had been provided, hence there was no way of teaching seamanship or great-gun drill afloat. English grammar and infantry tactics were taught only on Saturdays, and the recitations were little more than farcical.

As for discipline, that which Buchanan had managed to maintain practically departed when Upshur took charge. He was an amiable, gentle, quiet man, of the type that inspires affection rather than fear, conscientious in the performance of the duties of his position as he saw them, but never perhaps quite appreciating what they really were. The unruly youngsters under him were not

troubled by sentiments of any sort, and they made his life a burden. The nocturnal revels of the "Owls" and the "Crickets" stirred Annapolis to the depths, and made the earlier symposia of the "Spirits Club" seem mildly tranquil by contrast. They would leave the yard at night on wild larks, which frequently ended in pitched battles with the townspeople, and when word came within the gates that a row was in progress the whole class would arm themselves with pokers and whatever weapons were at hand and rush out to the fray.

They came to breakfast when they got ready, and in dressing-gowns. They held "reformed banquets" at night, with the windows covered with blankets, and regaled themselves with whiskey and cigars, and crackers and cheese, and swapped yarns and sang songs until midnight, leaving the room for the inspecting officer next day with empty bottles lying on the floor, half-smoked cigars scattered about, and the furniture topsy-turvy; and this without a thought of being called to account; and, in fact, with little likelihood of that result coming to pass.

There is a song of these very early days of the Academy (the midshipman author of which is unknown) which has embalmed in it much of the history of the time, and which runs as follows:

THE ALPHABET SONG

I

A was an angle obtuse as a ball.
B was a blackboard where reefers did scrawl.
C was a piece of chalk white as the snow.
D was a drunken mid. made a zero.

Chorus.

"Oh middy, dear middy," old Chauvenet 'd say,
"I 'll give to you ten if you 'll solve this to-day."
I winked and I blinked at old Chauvenet's shoe,
And bilged like a middy when drunk ought to do.

II

E was the entrance through the fort wall.
F was the fellows that through it did crawl.
G was old Girault's permission we took.
H was the honorable liberty-book.

Chorus.

III

I was the irksome problem to learn.
J was a jug of gin no mid. would spurn.
K was the kalendar that kept the school run.
L was the limber to old Lockwood's gun.

Chorus.

IV

M was the mayor who sold us our boots.
N was the number to extract the square roots.
O was an object from which all would run.
P was the prolonge to gun Number One.

Chorus.

V

Q was the question that no mid. dare touch.
R was old Roseygo stuttering Dutch.
S was a sand-fly, a very great sport.
T was the twelve that played the deuce in the fort.

Chorus.

THE OLD GATE-HOUSE, 1861.

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VI

U was old Upshur out in the rain.
V was the vagrants he could not restrain.
W the whiskey that made a bad mess.
X was a symbol of math. to guess.
Y also helped to torture the brain.
Z is the zenith of glory to gain.

Chorus.

Of course this is the merest doggerel, and calculated, besides, to convey an entirely erroneous idea of the general character of the midshipmen of that day. They were a careless and jovial lot, but they were far from being dissipated as a class. Those who drank in any wise to excess, and they were not many, had very brief careers in the Navy. It will be understood, therefore, that this song does not celebrate the virtues of the very respectable percentage of the '41 date which observed regulations and attended to its studies (which, of course, includes all of its members who are now rear-admirals), but rather the derelictions of the minority, and especially of that wayward portion of it known as the "Owls." It is of much interest, however, for the historical facts which are hidden in its obscure allusions.

In those days, the midshipmen were allowed to go into the town every afternoon after study hours were over; the only formality required being the writing of their names in the liberty-book kept by the officer of the day in his office at the gate, while opposite the name were recorded the time of going and the time of return. Every morning the liberty-book was sent to the Superintendent for inspection, and midshipmen who were found not to have returned before 10 P.M. were generally called upon

for an explanation. It required only a moderate amount of good behavior to obtain freedom of entrance and exit at the proper hours; but to the "Owls," at least, there was nothing spicy and interesting in behaving themselves, hence they preferred to enter and leave the grounds surreptitiously by the process called "Frenching" or "Frenching it," or, in other words, taking French leave. This was usually done by scaling the wall at its lower end near the harbor, and of course after nightfall. The rendezvous in Annapolis was at a saloon kept by one Rosenthal, a German, who for some years held a position with respect to the midshipmen similar to that held by Benny Havens with regard to the cadets of the Military Academy. Rosenthal's saloon was the "Owls'" club-house, and the most valued possession of the "Owls" was an immense bottle, apparently a champagne magnum, which they called, for some unknown reason, the "sand-fly." This was filled at "Rosey's" (short for Rosenthal's), and duly brought into one of the rooms in Apollo Row.

The way of the "Owls," like that of transgressors in general, was rather hard, and during the liveliest jollifications in the town there was always the question of how the revellers were to get back again into the school grounds without being caught; for there were not only watchmen dispersed around the yard, but a huge black Newfoundland dog, which appears to have been quite skilful in discovering midshipmen at night. The "fort wall," as it was called from its proximity to Fort Severn, which they usually scaled, sometimes could not be got over in that way on account of the presence of either a

watchman or the dog; in which case they would execute a flank movement by going around the end of it, which was in an unfinished and ragged state, and protruded more or less into the bay. At low tide this involved getting one's feet wet, and at high tide wading and clambering over the slippery stones in water nearly to one's knees, which, to say the least, was difficult when the night — or rather the morning — was pitch-dark. This is the performance which is referred to in the second stanza of "The Alphabet Song."

The "mayor" who sold the midshipmen their boots was an actual personage. His name was Goodwin, and, as a matter of fact, he did make boots and shoes while also officiating as mayor of the city.

The mention of "old Roseygo stuttering Dutch" supplies a curious link between the Naval Academy and the Military Academy. The Military Academy song, "Benny Havens Oh," was then in existence. The midshipmen essayed a similar one, using Rosenthal's name, which, to make it resemble "Benny Havens Oh," they changed to "Roseygo." This seems to have been their first recognition of any parallel between themselves and the West Point cadets: or indeed of the Military Academy at all, except in so far as they knew that it had served as an exemplar for the hated "sojer" drills.

The "sand-fly" was the famous bottle belonging to the "Owls" club, to which allusion has already been made.

The "twelve" referred to in the fifth stanza were a dozen youngsters who were irreverently termed the "apostles." The Commandant's house then stood

where the chapel does now, but faced on the street, so that his back-yard, in which there was a flower-garden, was inside the Academy grounds. The twelve, instead of scaling the fort wall, dressed themselves up in white sheets, like robes, and provided themselves with white masks, and thus attired deliberately walked through the Commandant's garden, passed the house, and so into the street through his front gate. These were the ones who usually got into the rows with the townspeople, for which purpose they provided themselves with brickbats, etc., which were kept carefully concealed under their white robes until necessity called for their use.

The song, like every other contemporary mention of Superintendent Upshur which I have encountered, records one of the many impositions on that long-suffering officer. It was some of the " Owls," probably, who became possessed of the wicked desire in the middle of a black night to load and fire the evening gun, which of course startled everybody in the grounds, and Upshur most of all. Next morning all hands were called to muster in one of the recitation-rooms, and Upshur made them a most plaintive address, in which he pictured his unfortunate condition when awakened, beginning with, " Sick as I was and raining as *it* was, I was aroused from my bed to," etc., followed by a doleful lecture upon the impropriety of their conduct, and winding up with the helpless statement, " I cannot govern you, young gentlemen; so if you will only govern yourselves I shall be delighted."

Although duelling in the Navy had become measurably unfashionable, the '41 date midshipmen revived it at the

School. One pleasant summer evening, just after supper, two of them had the impudence to fight behind the mess-room building. The one who fell was borne gloriously from the "field of honor" by his comrades to the "Gas House." They then called in Surgeon Lockwood to explore for a bullet which they told him one of the combatants had received "by accident" in his hip; but Lockwood uncovered the fraud by suddenly asking, "What distance?" and getting the answer, "Ten paces," from two or three of the sympathizing lookers-on before they bethought themselves.

Another duel came off at Bladensburg, with, strange to say, a similar wound; and this time the President dismissed all the participants, although they were reinstated some years later. Upshur was not exactly in position to object to duels, since he had himself endeavored to resign, while a passed midshipman, in order to call out his first lieutenant.

Dahlgren delivered a few lectures on gunnery, and then gave up the work in disgust and begged to be relieved. Lockwood, the indefatigable, who was teaching mathematics and natural philosophy, delivering lectures on astronomy, and incidentally arranging the study programmes in pretty much everything else, besides being the master spirit in the Academic Board, immediately leaped into the breach, and, having induced the army people to lend him two small field-pieces (they are referred to in "The Alphabet Song"), started in to drill the midshipmen in light artillery. They resented this fiercely. They stole the linchpins and threw them into the Severn. They dismounted the guns and hid the

parts in out-of-the-way places. Lockwood kept right on. Then the second and third divisions of the '41 date, which had been under instruction in March, '48, insisted that he was trying to make them acquire more gunnery than the first division had been required to learn, and that consequently the first division would have a great advantage over them when the entire date was given final rank assignment. Lockwood invited them to more drill. Thereupon, on St. Patrick's Day, they hanged him in effigy from the Academy flagstaff. That aroused Upshur, for it was too much even for his kindly forbearance.

The ringleaders were sought out and arrested, and reported for insulting a superior officer. The Navy Department ordered a court-martial. The lawyers for the defence at once raised the point that the midshipmen had not insulted their superior officer, because a professor was neither superior to a midshipman nor, in fact, an officer at all, but simply a citizen employed in the Navy,—as paymaster's clerks, stewards, etc., were temporarily hired. The proceedings were quashed, and new charges formulated not involving this anomalous position of the Professor, and on these the culprits were condemned and punished. Chauvenet and Lockwood immediately announced that a school in which the students were superior to the professors was an absurdity, and thereupon they succeeded in getting Congress to constitute the professors commissioned officers, with an addition of $400 to their yearly pay. The youngsters sententiously remarked that for such an increase of pay Lockwood could afford to be hanged in effigy every year.

After that they revenged themselves on him by capturing his horse and painting a white stripe with black ports, frigate-fashion, around the animal's body. Then they hung a lighted lantern to its head, and turned it loose in the Annapolis streets.

It is difficult, now that the Naval Academy is as technical as West Point itself, to realize how much the simple evolutions of an infantry squad or of an old-fashioned light battery were detested by the midshipmen of the past generation. Even the Academic Board, instead of ordering peremptorily such a drill, did so in language which is almost apologetic. "It would not occupy more than half an hour daily," says the Board, "would be healthy exercise, and would tend to the military character of the School." It was enough to insinuate that it was military to arouse the ire of the midshipmen. What had they to do with "sojers"? Had not the maxim, "A messmate before a shipmate, a shipmate before a stranger, a stranger before a dog, but a dog before a 'sojer,'" made its way from the forecastle to the steerage long ago?

Had not all attempts to drill the blue-jackets in infantry tactics met with deserved failure? In 1829, had not the perennial question of the utility of the marines been dealt with by sixteen of the highest officers in the service, of whom seven uncompromisingly insisted that soldiers of any sort were of no possible use on board ship? And had not the remaining nine advocated retaining the marines only because, in their belief, no system of instruction would ever enable seamen to perform the duties particularly appertaining to soldiers, whom they "regard

with natural aversion," and which they " undertake with extreme reluctance," without, at the same time, " impairing their nautical characteristics "? They were sailors, and none knew better than the older ones the ludicrous results of attempting to make a blue-jacket into a soldier.

Was there not told with infinite glee in every steerage the story of the famous naval battalion drill at Norfolk in 1837, in which the Jackies, while under drill by an army officer, could not be induced to move " double quick " until the first lieutenant of their ship, who was a much interested spectator, suddenly shouted, " Stand by to board! Board! " and away went the entire crew, waving their cutlasses and hurrahing, over fences and through the admiring crowd that was watching them, with a speed that made " double quick " a turtle's pace by contrast?

Now it was proposed, said the midshipmen, to " march officers of the Navy around like marines, sir, like marines," and, as already stated, Professor Lockwood was the instigator and the drill-master. The naval officers had little knowledge of purely military matters, and the civilian professors even less. Lockwood had not only the advantage of a West Point education, but what he had not learned about the midshipmen and their peculiarities during his cruise on the *United States* was probably not worth knowing at all. No one better fitted by previous training to cope with their perversities could possibly have been found. He liked to do it, and he did it with an energy which at the age of thirty-one was indomitable, and which ultimately yielded only to the assault of eighty-six years.

It did not require much time to develop the fact that Lockwood's views and not those of the midshipmen were going to prevail. Nevertheless, when it was found that the drills were to be a permanent institution, "a cry," says Lockwood, "went forth beyond the limits of the Academy. One would have supposed that I had struck a vital blow at the service." Those who remember those early drills irreverently liken them to pig-driving, for the midshipmen were determined to make the task as difficult for Lockwood as they possibly could. They would slouch, and stand on one leg, adopt every position but that of the soldier, and roll about aimlessly in calm disregard of orders. Lockwood, true to his West Point training, essayed to make them move briskly and sharply. One day, while drilling the midshipmen in field-artillery, he started them off in the direction of the Severn River. When the head of the column reached the steep embankment on the shore Lockwood tried to give the command, "Halt!" but, unfortunately, his tendency to stutter just at that moment asserted itself. "Haw—haw—haw," he shouted, but the word would not come. On went the battery over the bank—there was no sea-wall then—and into the river went the guns. The youngsters who manned the drag-ropes were preparing to swim across when the belated order at last arrived.

The state of discipline which existed at the Naval School at that time has now perhaps been sufficiently depicted. It cannot, of course, be compared with that which prevailed a few years later. The School, in fact, was not a military institution at all. There were no formations, no cadet officers, no battalion organization,

no falling-in for even ordinary muster. The midshipmen did not even regularly wear their uniforms. With the exception of those who had entered from civil life, they were all fresh from the sea. A large part of the '41 date did not come in until after they had made two three-year cruises. Neither the date of '40 nor the date of '41 ever came to the School so much with the expectation of going through any definite course of study as to be examined in the professional and general knowledge which they had already acquired from the professors of mathematics afloat. They regarded the School as simply a place where they would be afforded facilities for cramming for their coming examinations for promotion, and probably for this reason it was impossible for them to understand why they should be subjected to military control. Very few people in the Navy, at that time, regarded the Academy seriously as a permanent school for teaching the young officer the rudiments of his profession; and probably if the Navy, as a whole, had clearly understood that it was intended so to become, or that it was to be anything more than one definite place where the midshipmen could go to prepare themselves for examination instead of to several places around the country, it would have met with a storm of opposition which might well have brought its career to an untimely end.

The examinations conducted by the visiting commodores and captains did not differ materially from those which the midshipmen of Captain Marryat's days had been called upon to confront; for, however much the youngsters had progressed in the extent and variety of their acquirements by reason of the Naval School's

teaching, the old aristarchs of the service had certainly not advanced at all. In seamanship the time-honored oral examination was insisted upon. For the rest they cared little, and knew less.

Professor Lockwood says that at the first examination held at the School, Professor Girault with great patience had prepared one youngster—Nelson—so that he could, as Girault supposed, speak something resembling French. Nelson, on the other hand, was quite well aware that he could do nothing of the kind; so he laboriously memorized a collection of stock phrases out of the grammar.

In due season, with half a dozen commodores assembled, Girault began the colloquy with:

"Mr. Nelson, which is your native State?"

"Thank you, I am very well," replied Nelson, not understanding a word of the query.

Girault glared at him and tried again.

"What cruise have you just finished?"

"I am about twenty-four years old," rejoined Nelson with cheerful alacrity, and without the change of a muscle of his countenance.

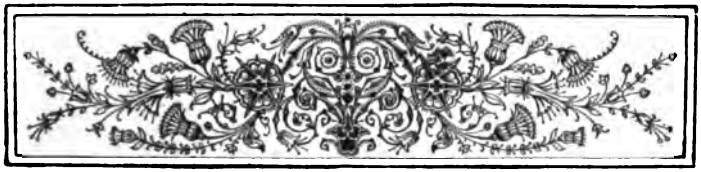
Girault kept this up, doubtless intending, in his own time, to overwhelm the offender with confusion—but that time never came. For when the conversation reached a stopping-place, Commodore Matthew C. Perry with ponderous dignity arose and formally congratulated Girault on his success in imparting the French language.

No material change in the organization of the School occurred until 1850. The discipline seems to have improved slightly, not so much because of any tightening of restraint, but mainly because the youngsters grew tired

of making disturbances in so sleepy a place as Annapolis. In the fall of 1849 the Academic Board formulated a series of recommendations designed to meet all the existing difficulties, and these were referred to a committee of officers, which included Commodore William B. Shubrick, Commanders Buchanan, Dupont, and Upshur, Surgeon Ruschenberger and Professor Chauvenet, together with Captain Henry Brewerton, Corps of Engineers U.S.A., who at that time was Superintendent of the United States Military Academy, and who was specially charged with matters of discipline.

The result was a new code of regulations, which went into effect on July 1, 1850, and by virtue of which the name of the institution was changed from the Naval School to the United States Naval Academy.

LOVE LANE AS IT USED TO BE.
From the author's "Shakings," 1867.



CHAPTER XIII

Wherein we Trace the Progress of the Young Academy and of the Oldsters and the Youngsters there Assembled until the Former Come no more: and so the Old Midshipman Begins to Bid us Farewell

THE student upon entering was now appointed an acting midshipman "attached to the Academy for instruction" for a period of two years. At the expiration of this term, provided he had satisfactorily passed the required examinations, he was ordered to sea, and then after six months' service afloat, if his conduct should be approved by his captain, he was to receive his warrant as a midshipman. After two years and six months longer at sea he was to return to the Academy for a final two-year period. This plan, therefore, involved the establishment of a four-year course of study, two years of which were taken upon entrance, and the remaining two years after an interval of three years' sea service. Thus, although four classes of students were provided for, there was an intermission of three years between the end of the third-class and the beginning of the second-class course. The Academy was placed under the supervision of the Chief of the Bureau of Ordnance and Hydrography, the Superintendent of the institution

being, however, in immediate charge. The title of "Commandant of Midshipmen" was given to his executive assistant. Six departments of instruction were created: (1) naval tactics and practical seamanship, (2) mathematics, (3) natural and experimental philosophy, (4) gunnery and infantry tactics, ethics and English, and (5) modern languages; the several professors, with the Superintendent and Commandant of Midshipmen, constituting the Academic Board.

A determined effort now seems to have been made to bring the youngsters under a stricter and more military discipline; and the results of Captain Henry Brewerton's West Point experience showed themselves in the new curbs and restrictions.

Demerits, instead of being merely a negative quantity to be added algebraically to merit marks, now assumed a different function and were made indicative of a student's general conduct. They were imposed for all breaches of regulations, and were given a weight and importance equal to mathematics in determining final standing. Two hundred of them accumulated in a year to the discredit of an offender involved his dismissal.

The nocturnal revels of the "Owls" in staid Annapolis and the attendance of the less rollicking youngsters upon the social functions of the hospitable citizens were prohibited with equal impartiality. In fact, everybody was "quarantined" to the yard; not even the officers or professors being allowed to go outside of the enclosure without permission of the Superintendent.

The new Regulations sternly proscribed duelling, the possession of firearms or cards, and clubs or gatherings of

any kind. They also tackled a new difficulty which had arisen during the four years in Annapolis, as it would have grown up in similar circumstances anywhere on the face of the earth. At the instance of an old commodore, an investigation was made into the *affaires du cœur* of the midshipmen, which revealed a state of affairs hardly consistent with proper discipline.

True, British midshipmen had been in the habit of marrying since time immemorial, and not very long before a member of Parliament, inveighing against the delays in their promotion, had triumphantly shown that one of them was a grandfather. But this was the time to nip the practice in the bud in our Navy, and the edict went forth that if any student should marry while attached to the Academy, or "be found to be married," he should be dismissed, a rule which is still in force.

The other prohibitions were minute in their detail. The unauthorized contracting of debts was forbidden, whether the Annapolis tradesmen were willing or not. "All combinations under any pretext whatever" were to stop; and that settled the "Owls" and Societies for Mutual Improvement in Professional Attainments at one fell stroke. Cooking in rooms was proscribed, in the hope of making "reformed banquets" things of the past, and this was reinforced by a barring out of all the necessary raw materials for these festivities in the form of "spirituous, vinous, fermented, or other intoxicating drinks," and of tobacco "in any shape"; and finally a variety of new punishments in addition to demerits were invented, ranging from confinement to the grounds,

through reprimands public and private, suspension from duty, and confinement in the guard-room, to dismissal.

At last the Academy was given a practice ship, and it apparently has West Point indirectly to thank for it; for the vessel seems to have been bestowed not so much because she was urgently needed, as because a practice cruise in the summer months would correspond to the annual encampment of the Military Academy, and thus the much-desired similarity between the two institutions would be augmented, possibly to the benefit of the discipline of the younger one. So the *Preble*—a third-class sloop-of-war — was assigned to the Academy; but the midshipmen did not get her until late in the summer of 1851, and after they had made a preliminary cruise about Chesapeake Bay in the *John Hancock*, a small steamer.

The provision for the practice cruise resulted in a radical innovation. From the outset the theory had been that the youngster must be sent to sea at an early age in order that his naval tastes and habits might be formed while he was impressionable, and they were,— to his detriment,— as we have seen. So long as no other way of getting him afloat existed other than in a regular service ship, the convictions of the old officers, which amounted to positive faith, were potent enough to cause the break of three years in the middle of his academic course in order to meet the need. Now, however, it was seen that short annual practice cruises would supply the sea experience, and in a far more effective manner, since they could be arranged wholly for the instruction of the midshipmen, to which, of course, no cruising ship could be solely devoted.

Captain. Midshipman.

SERVICE UNIFORMS OF 1852.

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In July, 1851, the Academic Board strongly recommended to the Secretary of the Navy that the four years of study at the Academy be made consecutive, and upon the approval of the Examining Board, which met in the following October, Secretary Graham, on November 15, 1851, directed the change.

The academic course thus became four consecutive years, leading to a certificate of graduation which entitled the holder to a midshipman's warrant. Then, also, it was provided that no one could have a warrant who was not a graduate of the Naval Academy.

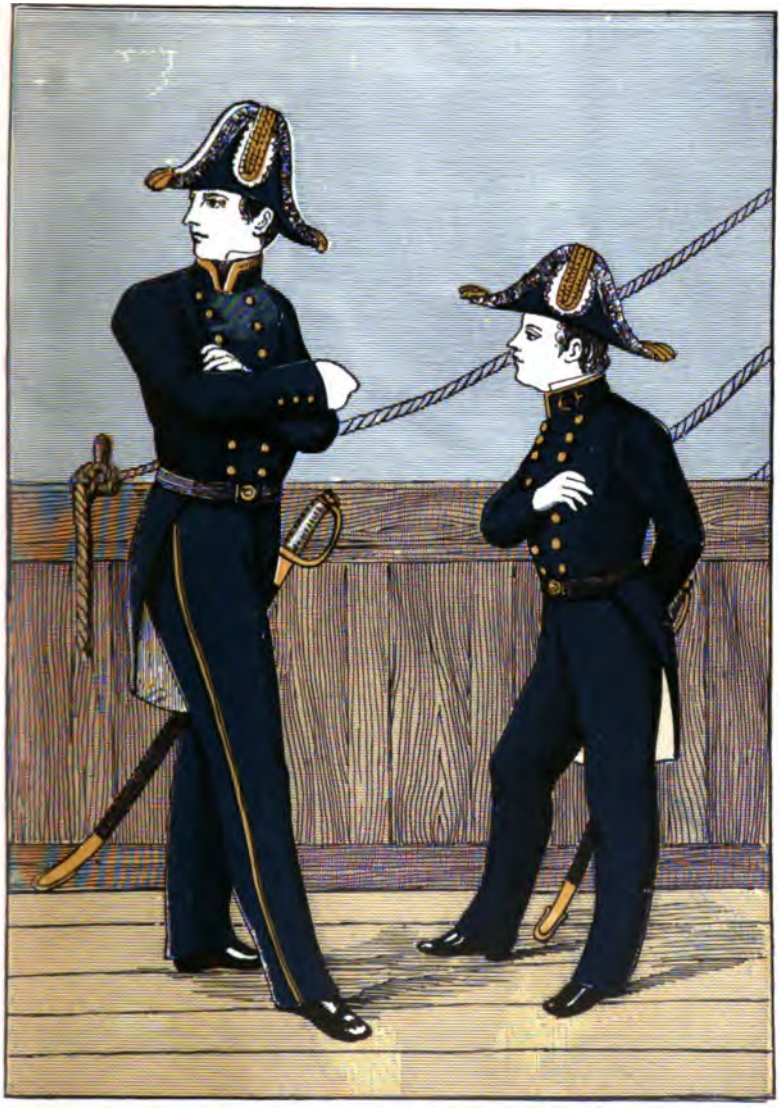
The regular classes in the institution then began. The acting midshipmen who entered in 1851 became at once the first class, and they remained first-class men during the entire four years of their stay. It was not until 1855 that there was a fourth class. The distinction between the "oldsters," or regularly warranted midshipmen, who returned to the Academy for a year or less, and the new "acting midshipmen on probation," as they were called, became now more marked than ever. The oldsters formed a class entirely by themselves, wore long swallow-tailed coats and whiskers, and were quartered together and messed together. There was little or no intercourse between them and the youngsters. The oldster invariably forgot, or never knew or cared to know, the name of a youngster, and when he condescended to address him he called him "youngster." In fact, there was about the same distinction made between the oldsters and the youngsters as there was between ward-room and steerage officers on board ship.

But there was no hazing. That practice has never

been traditional in the Naval Academy, nor can it be said to have existed even casually until within recent years. The oldsters would have regarded any tormenting of the youngsters as beneath their dignity. Instead of hazing, a custom grew up of the older students' selecting younger ones for special aid and assistance. This continued certainly up to the late " sixties "; and nothing created in a newly made third-class man a feeling of greater pride than the fact that he had singled out some neophyte of the entering class, whom he designated as " my plebe " and defended against all comers.

The senior cadet officer, or adjutant, was always taken from the oldsters, and the first one appointed appears to have been Midshipman Edwin O. Carnes, who resigned as a passed midshipman, and became a prominent lawyer in New York. Midshipman Edward Brodhead, of the date of 1847, also seems to have acted as adjutant during part of the year 1851–52. The adjutant was not the presiding officer at formations, as he subsequently became, and as is the cadet lieutenant-commander of the present day, but was rather an adjutant in the strict military sense of the term, as is the cadet officer now holding that position at the Naval Academy. The officer in charge of the battalion at formations of every kind was Professor Lockwood, who acted as colonel.

Six members of the class of the date of 1851 were advanced and permitted to complete the course in three years. They were, in the order of seniority, Thomas O. Selfridge, Jr., now a rear-admiral retired; John Cain, Jr., deceased; Joseph N. Miller, rear-admiral retired; James M. Todd, deceased; John S. Barnes, now an eminent



Passed Midshipman. Midshipman.

FULL-DRESS UNIFORMS OF 1852.

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banker in New York; and John M. Stribling, deceased. They were advanced for special ability, and although it was necessary to give the senior cadet rank to an oldster, Acting Midshipman Todd was placed pretty nearly on the same level by being created sub-adjutant, and that office persisted until 1865. Selfridge, Barnes, and Stribling were made captains of gun crews, while Cain and Miller were made "chiefs of sections," each section consisting of two guns' crews, an office apparently invented for their benefit, and which does not appear ever to have been bestowed on any one else. The class of 1851–54 is, therefore, one of the most interesting that ever entered the Naval Academy, and the steady upward advance of its senior member, Selfridge, showed the gradual absorption of the personnel of the line of the Navy by those who were graduates of the Naval Academy in the strict sense of the term; that is, those who had begun their regular course after the institution had been changed from a school to an academy.

It required the span of Selfridge's active career, forty-seven years, to bring this about. The Mexican War was fought by naval officers educated wholly under the old system, and the only representatives of the Naval School in active service were a few young midshipmen, like Simpson and others, who had been in attendance at Annapolis for a few months. The naval officers in responsible command during the Civil War were all of them of the old Navy. Not only the youngsters of the Naval Academy but all the oldsters were lieutenants when the war began, and none of them reached the grade of commander before it closed. The Spanish War was fought

wholly by graduates of the Naval Academy who had gone through the regular course, and by the few survivors of those officers who had entered the regular Navy from the volunteer service at the close of the Civil War.

The first graduating exercises held at the Academy were those of the class of 1854, and consisted simply in the muster of all hands in the chapel at noon, the reading of prayers by the chaplain, a brief address by the Superintendent, and the presentation of the certificates of graduation.

The first Superintendent under the new organization was Commander C. K. Stribling, who relieved Commander Upshur; and the first commandant of midshipmen was Lieutenant Thomas Tingey Craven, who relieved Lieutenant Sidney J. Lee.

The full Academic staff was now William Chauvenet, Professor of Mathematics; William F. Hopkins, Professor of Natural and Experimental Philosophy; Henry H. Lockwood, Professor of Gunnery and Infantry Tactics; Joseph E. Nourse, Professor of Ethics; and Arsène N. Girault, Professor of Modern Languages. Acting Master Samuel Marcy and Passed Midshipmen William P. Buckner and James Armstrong were assistants in mathematics, Passed Midshipman Samuel P. Carter in infantry tactics, Passed Midshipman Alexander M. Debree in philosophy, Messrs. Alfred H. Barber in ethics, Edward Seager in drawing and fencing, William M. Chauvenet in French, and Edward A. Roget in Spanish. In July, 1850, the marking scale of 4, and in the following May a system of maximum numbers and common differences in which

STRIBLING ROW — CADETS' OLD QUARTERS.

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mathematics counted 3, English studies 2, French 2, gunnery 2, and drawing 1, were adopted.

The passed midshipmen then attached to the Academic staff acted both as assistant professors and as police officers. They were the first "officers in charge," and they succeeded the Professor of Infantry Tactics in presiding at the mess-table. The only organization which the students had was one of guns' crews, each consisting of a captain and fifteen men, with an adjutant and sub-adjutant as stated.

It was difficult enough, as we have seen, to maintain any discipline in the beginning among the youngsters who had made only ordinary cruises, and who perhaps might not be inaptly compared to a flock of Mother Carey's chickens shut up in a hen-coop. But now the midshipmen who had seen actual service in Mexico began to return; and these were rather like young eagles who, having hunted for themselves, were again to be thrust back into the nest. If the troubles of the long-suffering authorities were serious before, they were doubly so now.

The conditions were very different from those which had prevailed only a few years earlier before the re-organization of the school into the Naval Academy had taken place. The students were not now sent there merely to be crammed in order to pass examinations, but were required to pursue a definite scholastic course. The regulations were not arbitrarily established to suit expedients, but were fixed and definite. In brief, the school was no longer adapting itself to its students, but requiring its students to adapt themselves to it. The bonds of discipline were in all respects more tightly

drawn, and as a consequence there was more chafing than ever against them and more perverse ingenuity developed in devising infractions.

The authorities of the Academy were apparently kept steadily on the defensive. The methods of tormenting them which the midshipmen invented were original, and, as usual, ludicrous. They devised the art of extinguishing all the gas in a building during study hours by vigorously blowing into a burner. They put bricks in the morning gun, and sometimes in the guns of the light battery, and the boats in the harbor fled in terror from in front of the sea-wall. They set pails of water on top of the doors of their rooms so that when the officer in charge essayed to enter, the pails would upset and duck him. They contrived the "door salute," which was always accorded to any officer in charge who might attempt to catch them in their misdeeds by wearing rubber shoes to make his footfalls silent, and which consisted in banging the doors not in his immediate view in regular order after the manner of a gun salute afloat.

A genuine salute was never fired at the Academy without much misgiving on the part of the authorities as to what would happen. Latent brickbats in the guns were always suspected. One day a French frigate came into the bay, and the oldsters were sent to prepare the guns of Fort Severn to salute her. The openings in the superstructure of the fort were then closed in with numerous glazed sashes. These they carefully removed and piled them up on the barbette outside and directly under the gun muzzles, where the sashes remained unnoticed. When the first gun was fired there was a fearful

crashing of glass. The salute, of course, could not be interrupted; as a consequence the perpetrators had the inexpressible delight of seeing the authorities deliberately blow all their own sashes to bits,—" one hundred and thirty-six in all," as a rear-admiral who had a hand in the transaction in later years confessed.

There is still a regulation in force requiring that the bedspreads in the cadets' rooms shall be tucked under the mattresses, so that a clear view of the floor beneath can be had. That started in a delusion, duly prepared, for a certain officer in charge. He suddenly pounced into a room and beheld two feet sticking out from under a bed.

" Ah—ha—visiting in study hours! Come out," he sternly ordered. The feet remained motionless; then he grabbed them and found that they were only artistically disposed boots.

Next day it was impossible to tell who was visiting and who not. From beneath all the beds ostensible feet protruded when inspection was made, and the officer in charge dared not risk an examination. Therefore the regulation about tucking up the spread was devised and supplemented by an order requiring all boots to be exhibited in plain sight in front of the mantelpiece.

Even musical instruments were frowned upon after a mysterious hand-organ took to pervading the quarters with unearthly melody in the middle of the night. The owner was finally caught and ordered to deliver it up, which he did by dropping it on the brick pavement from the upper porch of one of the buildings. There is a tradition that small pieces of that instrument could be dug out from between the bricks for years afterwards.

The youngsters who came fresh from home were, as already stated, intimately mixed with the oldsters from the cruising ships, and as long as the oldsters constituted a considerable percentage of the total number of students the discipline suffered.

In August, 1849, there were forty-two members of the '41 date present. Their general conduct report shows twenty-three inattentive and doubtful against nineteen attentive. They seem to have appeared at recitations and drills about as they liked. Some individuals bolted one third of the recitations and attended on an average only three battery drills out of five.

The midshipmen originally ordered to the institution prior to 1850, as has been already stated, dressed in citizens' clothes while in attendance. The Regulations of the school issued in 1847 prescribed that a blue cloth jacket, vest, and pantaloons should be worn, but mentioned no distinctive marks or insignia. In 1850, however, a special uniform was devised for the acting midshipmen. The fully warranted midshipmen or oldsters already had a uniform which they were now required to wear. Part of the students appeared in the dress of the grade and part in that of the acting grade. The acting midshipmen were attired (while attached to the Academy) in a jacket and cap similar to that prescribed for midshipmen, in which, however, the buttons on the cuffs and pocket of the jacket and the gold-lace band on the cap were omitted. As a substitute for the band the adornment was an anchor similar to that on the collar of the jacket. This uniform prevailed with some slight modifications until 1855. Then it was specifically ordered that

New Quarters. Observatory. Lyceum (formerly the Chapel).

OLD BUILDINGS OF THE NAVAL ACADEMY.

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the jacket should be double-breasted with a rolling collar bearing a gold foul anchor on each side. The cap had a silver foul anchor over the front.

The dress was distinctively nautical. The jacket was generally worn unbuttoned and the cap flattened down on the top and rolled over to one side. The necktie was ordinarily a loose flowing handkerchief. The collar anchors were usually made of metal and gilded. This uniform continued without substantial alteration, except in the matter of the cap ornament, until 1865.

A working dress was also provided, the chief feature of which was the unshapely so-called "jumper," or blue shirt, which hung loosely about the form. The opening in front was short, just big enough to get the head through, and closed by gilt buttons and decorated with light blue braid, which was put on with a number of turns to indicate the class of the wearer; thus, a member of the first class had three turns, of the second class two, of the third class one, and of the fourth class none.

During the incumbency of Superintendent Stribling the old chapel, the observatory, and the recitation-hall were built. The construction of all of them was miserable. Rear-Admiral Matthews tells the story that one night, while he and some of his comrades were studying in their rooms, they suddenly heard a rumbling sound, the lights were extinguished, and there was a crash and a rush of cold air. One wall of the building had fallen out, leaving the rooms on the side toward the water exposed. Fortunately, the floor beams did not rest on this wall, else the Admiral would not have been left to tell the story. As it was, he found himself sitting on a shelf in the open air.

Recently another old Academy building was found to be split in two from top to bottom.

In the summer of 1852 the sloop-of-war *Preble*, which had been used as a practice ship during the latter part of the preceding summer, made the first foreign practice cruise, proceeding to the West Indies and Madeira under the command of Lieutenant Thomas T. Craven. In 1853 the *Preble* again went abroad, this time extending the voyage to the northern coast of Spain. After that the *Preble* made cruises every summer until 1856, when the *Plymouth*, a larger and better vessel of the same general type, was substituted for that year only. Two more cruises, those of 1857 and 1858, were then made by the *Preble*, and she was finally displaced by the *Plymouth* in 1859.

On these early practice ships the life of the young midshipmen involved much hardship. They were, of course, stationed as blue-jackets, and required to do the whole work of the vessel, and they were not exempted even from menial labor such as the cadets nowadays never do. The ships were not fitted in any wise for their accommodation. Their food was the Navy ration and of so poor a quality that they were literally half-starved. They were given practically no spending money. Some, on their arrival in European ports, sold their clothes and their sextants to get funds in order to buy food. Even when they were taken ashore officially to look at the foreign naval arsenals, they would escape whenever they could and endeavor to purchase provisions.

Once, on the return of the *Plymouth* to Annapolis, they obtained brief shore liberty to visit the town, and

they started as usual for the grocery stores. Colonel Thomas Swann met them at the gate of the Naval Academy, and with characteristic large-heartedness took them to his house and fed them. Because this delayed their return beyond the specified time, the martinet who commanded their ship put them under arrest. This was the first appearance of Colonel Thomas Swann as purveyor to the midshipmen. He began the work out of the kindness of his heart in this amateur way and then took it up as a life pursuit, and for nearly a quarter of a century and until his death he presided over the mess-hall as the commissary of the establishment.

Commander Stribling was succeeded as Superintendent by Commander Louis M. Goldsborough in November, 1853. Commander Goldsborough was a typical seaman of the old school; imposing in person, loud in voice, genial in temperament, and very much inclined to let the youngsters have their own way up to a certain limit, which, however, was fixed only in his own mind. For the more sedate members of the Academic Board to come to him with complaints of the midshipmen's misbehavior, so long as he knew it was of the sort which always had been peculiar to midshipmen since they first began, rather nettled him, and he enjoyed giving the professor a reply savoring strongly of the brine, and which carried no satisfaction whatever. But let his limits be transgressed, and there was an uproar. Burning an outhouse was such a transgression, and then he arose in mighty wrath.

His speech on that occasion is a navy classic, and is also remarkable because it appears automatically to have

fallen into rhythm. He was so exasperated that he refused to have any regular formation of the battalion; but, addressing the first crowd he encountered, he shouted out the following dithyrambic remarks:

"'Young gentlemen, assemble!
It makes no matter where;
I only wish to speak to you,
So hear me where you are.
Some vile incendiary
Last night, while sneaking 'round,
Set fire to our outhouse
And burned it to the ground.
'T is well then, to tell them
Who did this grievous ill
I 'll hang them! yes, I 'll hang them,—
So help me —— I will!' "

During Commander Goldsborough's administration the studies became much more advanced in character and in detail. They were divided among nine departments. The first covered the field of practical seamanship, practical naval gunnery, and naval tactics. The second (mathematics) included descriptive and analytical geometry with the differential and integral calculus, if time could be afforded. The third included astronomy, navigation, and surveying; the fourth, natural and experimental philosophy, chemistry, and a brief course on the steam-engine; the fifth, the theory of gunnery, field artillery, infantry tactics, and the art of defence; the sixth, grammar, geography, history, rhetoric, ethics, and political science; the seventh, French; the eighth, Spanish; and the ninth, right-line drawing, sketching, and perspective.

LOVE LANE.

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The inclusion of such subjects as political science and ethics may well arouse question. But " political science" merely meant a slight modicum of international law taught through the medium of the first volume of Kent's *Commentaries*. What the subject of " ethics " was ever intended to comprise is obscure. As a matter of fact, the midshipmen were required to study for nearly twenty years a volume entitled Wayland's *Moral Science*. It may be doubted whether any of them fully appreciated the information contained in that learned treatise, for they generally reviled the excellent Mr. Wayland as a " prig "; and even " buried " the book with much ceremony (the first college custom which they imitated) when their course in it was ended.

In the Naval Academy of to-day there is hardly any offence, hazing excepted, for which a cadet may be more severely punished (not only by the authorities, but by his own classmates) than for what, in Academy slang, is called " gouging "; or, in other words, using unlawful or improper aids in the recitation-room, such, for example, as copying from leaves of text-books torn out and concealed about the person. Wayland's *Moral Science* had probably much to do with the inception of this practice. For years, it was regarded by the midshipmen as perfectly legitimate to " gouge *Moral Science*." Pretty much everybody did it, and this despite the ludicrous contradiction between the teachings of the book and the practice itself.

There appear to have been but few amusements for the midshipmen at the Academy in the days under review. Athletics, in the modern acceptation of the term, were

practically unknown. There had been a bowling-alley, located between the recitation building and the river. But that was burned, and apparently not replaced. Occasionally there was a dance held in a room called the Lyceum, which occupied half the floor above the mess-hall. The gatherings " behind the Battery," however, seem to have continued, and there the oldsters spun their yarns and the youngsters rapturously listened and smoked their " contrabands " in blissful disregard of the regulations. At these gatherings the ballad which appears to have been the most popular (there are half a dozen versions of it, and every oldster who nowadays recalls it avers that his memory contains the only correct one) was the " Flash Frigate "; and as will appear by its perusal, it is a protest against the miseries of the old smart ship. The best form of it runs as follows—expletives and all—and " sings," I am assured, " much better than it reads ":

" It 's of a flash frigate, a frigate of fame,
All o'er the East Indies she bore a great name,
For work and for usage of every degree
Like slaves in a galley, we ploughed the wide sea.

" So early in the morning, our work does begin,
From her waist to her bulwarks the buckets do ring,
Fore- and maintopmen so loudly do call
For sand and for holystones, both great and small.

" The decks are swabbed up, the ropes are coiled down,
Then it 's ' Up with your hammocks,' boys, every one,
With seven round turns both equal and true,
And all of one size, the hoops they go through.

" Now, my brave boys, comes the call to make sail,
We can double reef topsails and that without fail,
From royal to skysail or moonsail so high,
At the sound of the whistle, star-gazers must fly.

" It 's ' All hands 'bout ship! Reef topsails in one! '
And quick to the rigging, your place must be won,
Then settle away topsails, as the hellum goes down,
And ' Lay aloft topmen! ' as the main-yards swing round.

" ' Trice up! lay out! take two reefs in one! '
'T is the work of a moment and all must be done,
Man well the head braces, topsail halliards and all,
Settle away the foretopsail as you let go and haul.

" Now there 's our first Luff, you might know him well,
All around the lee gangway he cuts a great swell,
All around the lee gangway he has a broad share,
And at that very moment it 's ' D——n your eyes there! '

" Now all you bold sailors who plough the salt sea,
Beware of this frigate, wherever she be;
They 'll beat you and bang you till not worth a d——n,
And then send you home to your own native land."

The midshipmen have never shown any especial poetic genius, although one of them, Midshipman William Leggett, did, in 1827, publish a thin volume of verses of an amatory character. His *grande passion*, however, was so lachrymose, and hence so radically different from that which the average midshipman experiences, as to suggest great and unusual troubles with his first lieutenant, followed by long periods of gloomy meditation at the masthead.

The subjoined poem, quite popular at the period under review, is easily the best which has emanated from the

steerage. It is entitled "The Reefer's Farewell to Home," and was written many years earlier by Midshipman Richard W. Meade, Sr.:

"Wait, ye winds, while I repeat
A parting signal to the fleet
Whose station is at home.
Then waft the reefer's simple prayer,
And let it oft be whispered there,
While distant seas I roam.

"Farewell to father — 'time-worn hulk'
Who, spite of metal, spite of bulk,
Must soon his cable slip;
Yet ere he 's broken up, I 'll try
The flag of gratitude to fly,
In duty to the ship.

"Farewell to mother — faithful wife
Who launched me on the sea of life,
And rigged me fore and aft;
May Providence her timber spare,
And keep her hull in good repair
To tow the smaller craft.

"Farewell to sister — lovely yacht —
Though whether she 'll be manned or not
I cannot now foresee;
Yet may some craft a tender prove,
Well found in stores of truth and love,
To take her under lee.

"Farewell to Jack, the jolly boat,
And all our little craft afloat,
In home's delightful bay,
When they arrive at 'sailing age'
May wisdom get the weather gauge
And guide them on their way.

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" Farewell to all ; on life's rude main
Perchance we ne'er shall meet again,
Thro' stress of stormy weather,
Yet when He summons us above,
We 'll harbor in the port of love,
And all be moored together."

The last of the oldsters to attend the Academy belonged to the date of 1850. They arrived at irregular times, as their cruises ended, and when the final remnant of them departed, the Academy was without students other than those who had come to it directly from civil life. The status of the old midshipmen with respect to the younger ones had, however, some time before then undergone a gradual and salutary change. They had ceased to be privileged characters; they were subjected to the same routine in all its details as their juniors, with whom they often shared their rooms. They constituted in fact nothing more than a supernumerary senior class, subject to, if anything, a stricter discipline than those below them, for whom they were ultimately made to fill the rôle of exemplars.

This was the official ending of the midshipman of the old Navy, for although he did not completely disappear until the reorganization of the service in 1862, there was no further creation of him after the last oldsters left the Naval Academy in 1856.

CHAPTER XIV

Wherein we Continue to Observe the Progress of the Naval Academy, Incidentally Considering the Merit Roll of Midshipman George Dewey, and also Noting the Inception of a Perennial Well-Spring of Nautical Knowledge

THE military organization of the Academy was now very simple. The immediate command was vested in the Superintendent, who seems to have done much more of the executive work than he now performs. The Commandant of Midshipmen, who did the rest of it, was also the instructor in practical seamanship, naval gunnery, and naval tactics. His personal powers were, however, limited, and all applications for privileges, etc., were made to the Superintendent. He was specifically charged with the inspection of the grounds and buildings and the repair of injured articles, and he was also placed in command of the practice ship during the summer cruise; but, further than this, no duties, other than those pertaining to instruction in the branches above named, were assigned to him. His senior assistant also inspected the quarters daily, or more frequently if necessary, to preserve order.

The battalion formations were alike for all purposes, or, in other words, no matter what was to be done, the

ANNAPOLIS AND THE NAVAL ACADEMY ABOUT 1857.

(From a print of the period.)

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students generally fell in as mess crews, and then changed into companies for infantry drill, or guns' crews for great-gun or light-battery exercise, and so on. The only cadet officers were the adjutant, the assistant adjutant, the captains, and the second captains; the first two being distinguished by three rows of gold cord on the sleeves of their uniform jackets, the captains by two rows, and the second captains by one row.

Appointments to cadet officer's rank were purely arbitrary, scholastic standing sometimes being considered, sometimes not.

The first captains of the crews were members of the first class. The second captains could be taken from either the first or second class. The members of each mess crew were selected as nearly as possible from the same class.

Up to the time of the departure of the oldsters in 1856 their residence was the building now known as No. 5, which was termed the midshipmen's building. The acting midshipmen were distributed so that the fourth class lived in the buildings nearest to the recitation-hall.

Toward the end of Commander Goldsborough's term the discipline of the institution materially improved. In fact, the youngsters themselves began to manifest a desire to assist in the improvement; but they went about it after their own fashion, and it is said that the earliest of their essays in self-government was to demand the dismissal of one of their number for conduct of which they did not approve. As the authorities were evidently not yet prepared to permit them to have a voice in the management of the institution, their request was denied. Thereupon

they took the offender behind the "Gas House" and tarred and feathered him. This resulted in six of them being dismissed; but they immediately went to Washington in a body and invoked the aid of their Congressmen and political friends, enjoyed a good time, and returned to the Academy reinstated, with no worse punishment in store for them than an order to go on the practice cruise and not to leave their ships in port, except in charge of an officer.

The drills continued under Lockwood, who had become wise by long experience. The story already told of the battalion which jumped into the Severn before he managed to enunciate the order "Halt" was well known; and one day history seemed about to repeat itself. The infantry companies were heading for the seawall, the order "Halt" was not given; and as the brink was reached every youngster with great glee prepared to go overboard. But just at the critical moment they concluded it was best not to do so, and the battalion halted of its own motion. "Why—why—d-don't you do it?" demanded Lockwood, grimly chuckling at getting the better of the boys.

His triumph, however, was not long lived. In light-artillery drill, he generally had a bugler to sound the orders, but it so happened once that the bugler being ill, the Professor had to fall back upon his voice. The battalion, dragging its 6-pounder brass Napoleons, was advancing and firing by half-batteries, this time in the direction of the board fence in rear of the Superintendent's house. Again, at the last moment, Lockwood's speech halted. Forward went the last half-battery and

took its position with the muzzles of the guns nearly touching the barrier. In vain and wildly the Professor gesticulated. Bang! went the guns, and the Superintendent's fence was blown into kindling-wood.

Nothing appears to have been done by way of punishment. Goldsborough is said rather to have covertly enjoyed such performances. Even when the youngsters captured an assistant professor who had fallen from grace with them for some reason (they had already named him the "Bull Pup"), and left him locked up in a glass case, vainly shouting for release, the offenders managed to escape any retribution.

If more amusements had been allowed to the midshipmen, or, better, if they had been encouraged to embark in athletic sports and exercises, these absurdities and infractions of discipline would not have been as typically illustrative of the Academy life of forty odd years ago as they in fact are. But athletics, as I have said, were practically unknown. There was no adequate gymnastic apparatus, and as time went on the only amusements within the walls were the "stag hops" on Saturdays, held in the basement of the old recitation-hall. There were also sailing excursions around the bay in ship's boats, of which there were plenty. The youngsters would get together "behind the Battery" and sing, as of old; but, as usual, there was little originality in their poetic muse, and I have found but two productions of the period which have survived. Both were sung to the air of "The Wearing of the Green." One is rather cheerful in anticipation of the long leave of absence, which then, as for many years afterwards, was granted

during the whole of the second summer of the course, and runs as follows:

"Come all ye gallant middies
Who are going on furlough,
We 'll sing the song of liberty,
We 're going for to go.

"Take your tobacco lively
And pass the grog around,
We 'll have a jolly time to-night
Before we 're homeward bound.

"Our sweethearts waiting for us,
With eyes brimful of tears,
Will welcome us back home again
From an absence of two years."

The other was less joyous, and was chanted by those who expected soon to depart permanently. They used to gather always in Room 24 of Building 2, and hence the refrain of that doleful ditty was

"At number 24, at number 24,
'T is there we sing our bilgeing song,
At number 24."

There is an entry in the records of the Academic Board of this period which has become of historical interest. It bears the date September 23, 1854, and reads:

"George S. Storrs of Ala., 14 years; George Dewey of Vermont, 15 years, 11 months; A. P. de Shields of Louisiana, 15 years, 11 months (and three others) were reported duly qualified. Adjourned, J. E. Nourse, Secretary."

And that was the advent into the Navy of its present Admiral.

Of the candidates who were examined in the fall of 1854, seventy-five were admitted; probably, as the average then ran, about sixty per cent. of all who presented themselves. Midshipman Dewey's subsequent progress was not without its vicissitudes, for, as the result of his first examination, in June, 1855, his naval career nearly came to an abrupt termination. It is interesting to review his scholastic experience here, not merely because of the great eminence which he has achieved, but because it illustrates typically the influence of proficiency in some studies rather than others upon the final merit roll of a student. Upon the standing of the graduate depended then as now his relative position in the list of officers of the Navy; a position which, under the seniority system prevailing, never changes except through accidental circumstances during his entire career.

At his first examination Midshipman Dewey passed "out of his class" in conduct (49), and geography and history (39), and just within it in grammar (33), and drawing (35). His best place was in mathematics, where he stood No. 25. The outcome of that examination was that of the thirty-eight midshipmen who successfully passed it, Dewey was in place the 35th. This made him safe by three numbers, and he owed it chiefly to his standing in mathematics and to the peculiar system of making up the merit roll then prevailing, which it may be well now to explain in some detail.

The midshipmen were marked, as they are at the present time, for every recitation on a scale of 4; the gradations from a total failure, for which the student received a 0 as his mark, to a perfect recital entitling him to a 4,

being indicated by integers and decimals, as 2.5, 3.7, and so on. At the end of the year the marks were added and averaged, and the students arranged in order; the holder of the highest average mark being at the head of the class and the rest in succession downward, as their averages decreased. Obviously, if all the studies should be deemed of like importance, a general standing for the class could easily be made up by taking the average of all the average marks of each student, and arranging the members of the class in order on this basis. But this was, and still is, far from the case, because certain branches of study, notably seamanship, gunnery, navigation, and others of a professional character, are always given greater weight than those pertaining to general education.

Hence the old system prevalent in Midshipman Dewey's time was first to arrange the members of each class in each study with respect to their final average marks in that study. Then the weight assigned to each study would be given to the highest student therein, and would represent a maximum. A minimum (usually one third the maximum) would be assigned to the student standing lowest in the same branch; while, to the intermediate students, numbers based on the common differences of the arithmetical progression from the maximum to the minimum would be given. In this way the merit roll for that study was made up. To get the general merit roll the numbers obtained by each student on the several merit rolls of the different studies were added, and the members of the class rearranged in accordance with the totals. Consequently, although a student might be low down in his class in a given study, his high

UNITED STATES NAVAL ACADEMY.

We, the ACADEMIC BOARD of the
United States Naval Academy, having examined
Naval Cadet
in the completion of his two years course of study and having found him
proficient for the six years course do hereby, in conformity with
the Laws, grant to him this Certificate of Graduation:

In Witness whereof, we do hereunto subscribe our names, this
day of in the year of our Lord One Thousand Eight hundred
and and of the Independence of the United States

THE DIPLOMA OF THE UNITED STATES NAVAL ACADEMY.

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standing in a study of superior weight might be sufficient to bring him to better place on the general roll.

When Midshipman Dewey came up for his first examination the relative weights were actually as follows: arithmetic and algebra, 20; grammar, 10; geography and history, 25; drawing, 15; and conduct, 5. His low standing in conduct therefore did him little harm, although he had 113 demerits (and 200 might have dismissed him), because of its relatively small weight, while his standing in mathematics pulled him up against the depressing influence of geography and history. But none the less it would have required but a small change in the totals to have sent him down below No. 38; and then the story of the battle of Manila might have had to be differently written.

Next year he did better, although nine of his class failed and dropped out, leaving but twenty-nine in all. The studies and the weights had now changed. The heavy ones were mathematics and French, then came drawing, then conduct, and finally history, which had given him so much trouble during the preceding year (possibly because his gift lay rather in making it than learning it), had but small influence on the general result, which raised him to No. 9 on the merit roll. On his final examination he advanced to No. 5, but his class meanwhile had undergone much depletion and now numbered but fifteen, or just twenty per cent. of all that entered.

None the less the future Admiral fairly earned the star which goes to each of the five highest men of the class, and perhaps viewed it no less proudly than he did the

constellation which came to him just forty years later. It is an amusing circumstance that his lowest standing was in naval tactics and gunnery, the two essentials which won the fight at Cavité, and his highest in the Spanish language.

There are few midshipmen, however, who have left behind them in the memories of their classmates more charming recollections than "Shang" Dewey, as his young comrades affectionately termed him. They all dwell even now upon his personal magnetism as a boy, upon his popularity, upon his marked refinement and natural dignity. There is no deviltry charged to him. He became a first captain when in the senior class, and his officer-like qualities and perfect assurance in places of authority were as well marked from the beginning as they became in after-life. There are, unfortunately, no memorials of his youthful days which might find place in these pages, not even a picture of him as a midshipman, nor even his first warrant. He says that they were all burned on the *Mississippi* when she was destroyed during Farragut's attack on Port Hudson in 1863.

Captain George S. Blake, who succeeded Commander Goldsborough in September, 1857, held the position of Superintendent longer than any of his predecessors, and through perhaps the most critical period in the existence of the Academy. Blake entered the service in 1818, and reached his captaincy in 1855. He had served on the West Indian station during the suppression of piracy, had been wrecked in the brig *Perry*, and had had much experience in the coast survey. He had been a capable officer of the old school in his younger days; but he left

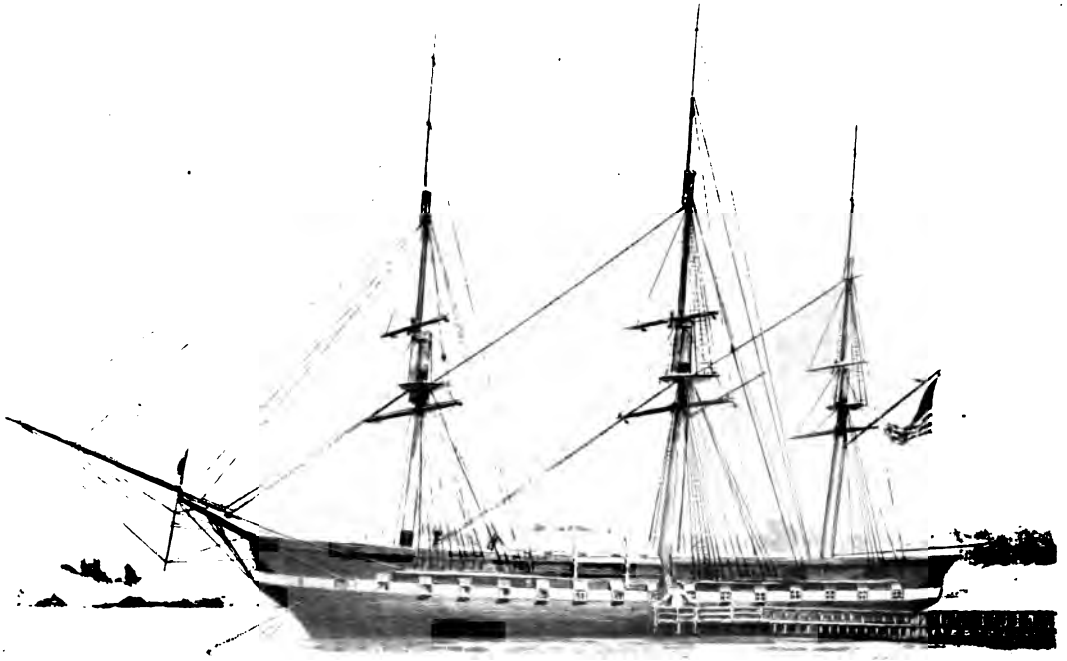
the discipline of the Academy mainly to his Commandant of Midshipmen. Lieutenant C. R. P. Rodgers, who held that post, was the first to draw marked distinctions between the several classes, making the first class into the quasi-aristocracy which it has since, with some interruption, remained. The object of drawing the class lines and of making a particularly broad division between the first class and the other classes was to lead the students to enforce discipline upon one another; a result which clearly could not be accomplished unless between seniors and juniors a certain official reserve and distance were maintained. Before Blake's term ended, the first class was permitted special privileges and to wear parts of the uniform distinctly different from the rest of the students.

Commander Craven, Blake's first executive officer, commanded the practice ships during the cruises of 1851, 1852, 1853, and 1854. He returned to the command of the *Preble* in 1858 with enlarged ideas, and established a routine which remained typical for many years. The midshipmen were kept in two watches from 8 A.M. to 8 P.M., and in four watches during the remaining twelve hours. They formed six guns' crews, four stationed at the guns and two in the masters' and powder divisions. Every morning the watch on deck was exercised aloft at reefing, furling, loosing; and bending sails, and other evolutions, and for three hours daily they worked at marlinspike seamanship. In the afternoon the watch below studied navigation, and at 4 P.M. there was drill at quarters. The first-class men took turns as deck officers and navigators, and, in brief, the true idea of a practice

cruise—to give the students the greatest variety of instruction in practical seamanship—was, for the first time, fully and ably realized.

So far as the treatment of the youngsters was concerned, however, it was not much better than on the earlier cruises. In fact, it never seemed to dawn on the authorities of the Naval Academy of that day that there was a distinction possible between a lot of boys fresh from the tender influences of home and an equal number of rollicking reefers just from the "roaring *Brandywine*." So they starved them, and to some extent bullied them, and the boys retorted, boy-fashion, by doing the things which gave their superiors the most worry. It needs no argument to show that ship's rations of "salt horse" and pork, and dirty water from the bottoms of tanks, was not an appropriate diet for growing youth; not even when this enticing bill of fare was varied, as it was, by the sole addition of detestable ham. The result is exemplified in a single instance which occurred during the cruise of 1859.

The midshipmen of the *Plymouth* were taken ashore at Brest, France, as usual in charge of an officer, to inspect the great ship-yards and fortifications. Their stomachs being empty, they prevailed on their good-natured supervisor to permit them to devote a portion of their time to devouring the contents of the eating-houses. Then their natural sense of mischief asserted itself, and when they returned to the ship it was noted as a curious fact that most of them were provided with the long cylindrical French loaves of bread, which they hugged under their arms. Of course they were inspected as they came over



U. S. S. "CONSTITUTION" AT HER WHARF AT ANNAPOLIS IN 1861.

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the gangway; but even the most lynx-eyed official never dreamed that there was any hidden evil in these innocent-appearing loaves. Nevertheless, shortly afterwards, several of the boys were found intoxicated. Then it was discovered that the interior of the loaves had been scooped out and bottles of wine inserted therein, upon the contents of which they had regaled themselves. It is not to be supposed that these boys had any particular taste for wine or felt any need for it. They knew, however, that nothing was more sternly proscribed than indulgence of that sort, and therefore they retaliated in that way.

When the new term opened at Annapolis in 1859, it was found that the buildings had become too small to accommodate the increased number of students. The *Plymouth* was then converted from a practice ship to a school-ship. Her battery was removed with the exception of four guns, her main deck was converted into a study and recitation-room, and supplies of gas and steam were carried to her from shore. The entering fourth class was sent directly on board of her, messing and sleeping on the berth-deck. She proved, however, unsuited for the purpose in view, and it was a happy thought to send in place of her the famous frigate *Constitution*.

Material improvement was now made in the teaching force by the inclusion in it of a larger proportion than ever of young line officers of the Navy. Among them was Lieutenant (now Rear-Admiral) Stephen B. Luce, who came as an assistant to the Commandant.

It is difficult to convey to any one not of the Navy an

adequate appreciation of Rear-Admiral Luce's great service to the cause of naval education, unless adequate record is made of the admirable work of his later years in the establishment of the War College and of the Naval Apprentice system, of both of which he was the originator. But Luce's *Seamanship*, which was written for the midshipmen, and which appeared in 1862, has been the authoritative text-book of the Navy on its subject ever since, and is so still. Its production grew out of a necessity. While there existed abundant technical treatises on navigation and other scientific subjects within the purview of the naval officer, those on seamanship were few and imperfect. Sailing-Master William Brady's *Kedge Anchor*, which appeared in 1847, was the best at its date, and for that reason it had been adopted at the Naval Academy.

Nevertheless, it did not fit the needs of the midshipmen of the United States Navy, and that fact had been recognized in the most convincing manner for many years by the habit, which had hardened into a fixed custom, peculiar to nearly every line officer of preparing one's own manuscript *vade mecum* on the subject.[1]

Lieutenant Luce contemplated the preparation of an

[1] The library of the United States Naval Academy possesses some typical documents of this sort, written with painstaking elaboration back in the "twenties" by Midshipman Thomas H. Wyman — and they may be commended to the examination of the naval cadet, who may be curious to see the thorny path which his professional ancestor trod in endeavoring to acquire the knowledge which is brought to him so thoroughly and easily to-day. They teem with tables of equipments and stores, rules for cutting and fitting rigging and precepts for evolutions and the best ways for doing things in the man-of-war world. It may also interest him to know that his predecessors at the Naval Academy not only studied from such manuscripts, but were required to copy them in full.

all-embracing compendium of the subject. But a serious obstacle opposed him. Craven—Commandant of Midshipmen, captain of the practice ship, and arch-seaman of the Navy—had announced his intention of evolving such a volume in collaboration with Lieutenant Marcy; and with such an authority Luce's natural diffidence would not permit him to compete. The fates, however, willed otherwise. Craven left his manuscript unfinished, and it went down in the *Housatonic* when she was blown up by a Confederate "David" torpedo off Charleston harbor. Marcy's notes were too crudely prepared to be of any use.

In 1862, after the battle of Port Royal, in which he took part, Luce was ordered back to the Academy in charge of the department of seamanship. Then, to use his own words,

"while waiting for something better to turn up I cut out from several text-books that had been used by my predecessors such parts as had been given to the midshipmen, put them together, and gave them to a printer here (Newport, R. I.) to be published. The work was done in a hurry; first to save my copying of manuscript, second, because I knew I would have to go to sea again. That was the beginning of the text-book now in use."

But only the beginning, because it was revised and revised by its author and others, as the years went by, and every youngster has grappled with it until its very words are crystallized into the brain structure of the Navy personnel.

It came to be almost implicitly followed. Indeed, there is a story that one youngster during his first tour

on duty as a deck officer on a sailing sloop-of-war carefully tore out the pages of Luce whereon are printed the orders for tacking ship, and put them in his pocket ready for the emergency which might call for that evolution. Sure enough it came, and boldly he thundered forth his commands, squinting sideways meanwhile at the pages concealed in his cloak. The ship with her helm down came well up into the wind.

"Maintopsail haul!" he roared, and the after-yards flew round.

The next order would bring over the head-yards on the new tack and his troubles would be ended. He turned the page, got the wrong one, glanced down, read what he saw instinctively, and, to the astonishment of the crew and the fury of his captain, shouted—

"Let go the starboard anchor!"

Some of the older sons of the brine looked askance at Luce's *Seamanship* as calculated to make "book sailors"; but no one warned the youngsters more emphatically against so becoming than Captain Luce, or required of them, when serving under him, a greater exercise of original intelligence. Indeed, it is said that there was much woe always in store for the unlucky deck officer who might venture to cite the book to its author as an authority in his own defence.

Among the midshipmen who entered in 1860 was Pierre d'Orléans, Duc de Penthièvre, son of the Prince de Joinville, who had been admitted as a special student out of courtesy to the French Government. He was the first foreigner thus permitted to join the Naval Academy. As he was advanced in studies beyond the average

COMMANDER (AFTERWARDS REAR-ADMIRAL) STEPHEN B. LUCE, U. S. N.
(Author of "Luce's Seamanship.")

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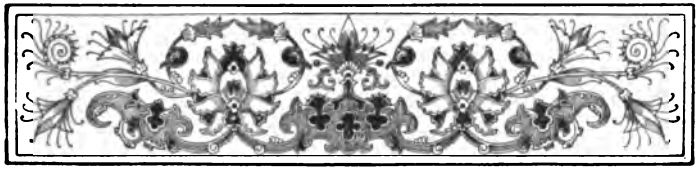
candidate, a special course was arranged for him. His academic career was highly creditable; he learned rapidly, and on the practice cruise of 1863 navigated the *Macedonian* from Cadiz to New York. He passed an excellent examination for lieutenant in the fall of that year, and then resigned. The youngsters, of course, refused to be overawed by his title, and, in fact, irreverently gave him a nickname; but his unaffected demeanor and manifest ability made them all his cordial friends, and left only the pleasantest memories of him in the Navy.

The Duc de Penthièvre was by no means the first foreign midshipman permitted to serve temporarily in our Navy. In the early "forties," four Brazilian midshipmen were received for instruction on our cruisers; and on board of the *St. Lawrence* in the European Squadron in 1848 we had four German midshipmen admitted under like conditions. The American youngsters of that vessel concluded that the Germans were put there to do all the work—especially boat duty—which by any ingenuity they could put off on them, and that state of affairs continued until the Teutons rebelled, and enforced a declaration of independence *vi et armis* so effectively that ever afterwards no one ventured to ask them to do more than their fair share. One of these German midshipmen was Admiral Bartsch of the Imperial German navy, between whom and a messmate of the *St. Lawrence*—Rear Admiral Henry Erben—there remained one of those long and delightful friendships so peculiar to naval life, which ended only when the veteran German sailor, fifty-one years later, forever terminated his distinguished career.

The Academy had now completed fifteen years of

existence. It had survived much of the opposition which it had encountered in the beginning; and in fact during the last five years had been constantly gaining new support among the more progressive men in the Navy. The naval officers of the Board of 1860 spoke in their report of the institution as promising "to the Navy a high standard of general and professional knowledge." There were twenty-five men in the graduating class of that year, among them Midshipmen (now Rear-Admirals) John Crittenden Watson and Winfield Scott Schley. The practice cruise was made on the *Plymouth* to Madeira and Spain. When studies were resumed in October, the total number of acting midshipmen in attendance was 281.

THE ANCIENT JAPANESE BELL.
At the Naval Academy.



CHAPTER XV

Wherein the Midshipmen of the North and the Midshipmen of the South Bid One Another a Tearful Farewell; and the Naval Academy, Taking Refuge on the Conqueror of the "Java" and the "Guerrière," Sails Away to Newport

A CRISIS was now fast approaching in the life of the nation, and the questions which rent the whole country were soon under debate by the young representatives of every section of it assembled at the school. Many of them had been in the service long enough to have become weaned from State associations and to accept the time-honored Navy tenet that the Government of the United States is its party, regardless of individual political faiths. There was more moderation in the discussions between these boys than in many of those in which their fathers were daily taking part. But as the States began to secede the pressure from home upon them became too powerful to resist. The Northern youngsters labored hard with their Southern comrades. The Commandant (Rodgers) exerted all his powers of persuasion, sending for the disaffected ones and using every argument and every appeal which his ingenuity could devise to keep them loyal to the Union. In the

end, the stern parental command would usually arrive, and the boy, minus his buttons and anchors, would sadly wend his way to the Academy gates never to return.

The first resignation occurred in December, 1860. In the following month, that of an acting midshipman from Mobile, Alabama, who was an honor man of the first class and highly popular, followed. The entire first class gathered and marched solemnly, with Acting Midshipman William T. Sampson—the other honor man—in the lead and arm in arm with the departing member, past the quarters and so to the walk which ran in front of the officers' houses to the gate, singing in chorus a farewell song. As they came in front of the Commandant's house, Lieutenant Rodgers suddenly appeared.

"What is the meaning of this rioting on Sunday night?" he demanded sharply.

"No riot, sir," replied the leader; "we are only bidding our classmate good-by."

"Go on, gentlemen," said the commandant, simply; and the dreary little procession resumed its march.

Night after night the Southerners from the States trembling on the brink of secession would gather in a room with carefully blanketed windows, where they ate suppers brought in from Dauté's eating-house in town, smoked, and gravely listened to the reading, by the light of a dark lantern, of the news of the impending struggle. And then they talked with such knowledge as they had about what they should do when the time came for final decision between the old flag and the new. Some of them appeared with secession badges, which Captain Blake promptly suppressed.

CAPTAIN GEORGE S. BLAKE, U. S. N.
Superintendent of the U. S. Naval Academy during the Civil War.

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When Fort Sumter was fired upon, academic routine ended. The grounds of the school were put in condition for defence. Howitzers were installed at the gates. Captain Blake hastened to notify the Navy Department that there was great danger of an attack by the Maryland secessionists on account of the assumed advantage of the position as a base of military operations against Washington, and with the further object of capturing the supply of arms and ammunition on hand. He warned the Department that not only was the place not defensible against a superior force, but that his only resource lay in the students, "many of whom are little boys, and some of whom are citizens of the seceded States." Finally, he proposed, in event of assault, to destroy the munitions of war in the yard, and after embarking the midshipmen on the *Constitution*, to defend her in the harbor or take her to New York or Philadelphia. He also asked for the practice ship *Plymouth* as a further safeguard.

The position of the *Constitution* was somewhat critical. The Southerners were freely boasting that she should carry the first rebel flag afloat. She was fast aground at high water, the only channel through which she could be taken was narrow and difficult, and she was in easy range of any battery which might be installed on the neighboring heights.

The midshipmen were kept constantly under arms. Frequently they were summoned to prepare to resist an assault. On the 20th of April, the Norfolk Navy Yard was evacuated and destroyed. On the same date the Secretary of the Navy telegraphed to Commodore Blake

to " defend the *Constitution* at all hazards. If it cannot be done, destroy her." Blake received intelligence which led him to believe that an immediate attack upon the ship was contemplated, and he at once took measures to meet it. To obtain timely warning of its approach, which he expected would be by water from the direction of Baltimore, the little schooner *Rainbow* was sent out as a scout. Early on the morning of April 21st, the *Rainbow* came in with the news that a large steamer was in sight, and it was assumed at once that the threatened attack was now to be made. The drums beat the assembly, and every available gun was trained upon the incoming vessel.

Meantime, Lieutenant Edmund O. Matthews was sent off in a boat to board her and ascertain, if possible, her character. As he came near he was hailed with,

" What boat is that ? "

" What steamer is that ? " was the reply.

" None of your business! Come alongside, or I will fire into you."

Matthews complied, and on reaching the deck was arrested by two soldiers. He announced his name and mission to an officer before whom he was brought, and then to his relief found that he was confronting General Benjamin F. Butler, who had seized the ferryboat *Maryland*, and with the 8th Massachusetts regiment was about to land at Annapolis.

Shortly afterwards Captain Blake himself came aboard. Butler says, in his description of the ensuing scene, that Blake, on learning his purpose, burst into tears, exclaiming:

" Thank God, thank God! Won't you save the *Constitution?* "

" I did not know," continues Butler, " that he referred to the ship *Constitution*, and I answered,

" ' Yes, that is what I am here for.'

" ' Are those your orders? Then the old ship is safe.'

" ' I have no orders,' said I. ' I am carrying on this war now on my own hook. I cut loose from my orders when I left Philadelphia. What do you want me to do to save the *Constitution?* '

" ' I want some sailormen,' he answered, ' for I have no sailors; I want to get her out and get her afloat.'

" ' Oh, well,' said I, ' I have plenty of sailormen from the town of Marblehead, where their fathers built the *Constitution.*' "

So Butler detailed his best drilled company—the Salem Zouaves—to guard the ship, sent a lot of Marblehead fishermen to report to Rodgers, the Commandant, and Rodgers, to quote Butler once more, " worked with a will, and I shall not forget my delight at his efficiency."

The arrival of Butler seems to have been in the very nick of time, for Blake, writing under date of April 22d, says that the *Constitution*, " but for the presence of General Butler's command, would have been boarded last night."

Commandant Rodgers, with the aid of Butler's men, transferred all the upper-deck guns from the *Constitution* to the *Maryland*, thus lightening the vessel. Then the *Maryland* made fast to the towing hawsers, and the moorings of the old ship being slipped, she was slowly hauled out of her berth only to go at once into the mud.

By dint of much labor she was once more got afloat and proceeded on her journey, but early in the evening she took the bottom again off Greenbury Point Light. As night came on the condition of affairs grew critical. The tide was rapidly falling and the ship settling in the shoal, when a message came that the outside channel was being obstructed, and that there were indications that the threatened attack would be made before morning. Kedge anchors were laid out and an effort made to haul the ship into deep water, which had hardly succeeded before a heavy squall threw her aground again. Vessels began to appear in the offing, and the volunteer crew prepared for resistance.

But it was a false alarm. The newcomers were friendly, and one of them hauled the *Constitution* into deep water, where she anchored. Then her guns were replaced, so that she was now ready to cover the landing of the troops and stores, which, owing to the burning of the bridges of the Philadelphia and Baltimore Railroad, was to be made at Annapolis.

Meanwhile the school had been turned into an encampment. The Massachusetts troops were soon joined by the 7th Regiment from New York City, to the officers of which the first class gave up their rooms. The colonel, in recognition of their courtesy, ordered a drill for their benefit. That rather worried the youngsters, who wished to return the compliment in kind, lest the civilians should overwhelm them with their superior military skill, but, as usual, Lockwood was equal to the occasion. He chose artillery drill for exhibition, in which the evolutions were executed at double quick. The 7th Regiment had had

LIEUTENANT (AFTERWARDS REAR-ADMIRAL) CHRISTOPHER R. P. RODGERS, U. S. N.

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no experience in rapid manœuvres of that sort, and the light-footed youngsters were entirely at home in them. Therefore no comparisons could be instituted, and the situation was saved.

On the 24th of April, Superintendent Blake, finding it impossible to continue academic routine with the grounds and buildings occupied by the troops, directed the transfer of the acting midshipmen to the *Constitution*, which meanwhile had been covering the entrance of the transports to the harbor.

The time for departure had now come. The boys from the North and the boys from the South were finally to separate, and the grief of parting was keen. Then the class of 1861 met and smoked a pipe of peace and solemnly pledged themselves to care for one another however much they might become enemies. Even the non-smokers indulged in a few whiffs. A watchman reported the whole party for smoking in quarters, but Rodgers ignored the charge. And then followed the saddest gathering which had ever taken place within the Academy walls. The buildings were to be given up to the troops, and the students were ordered to embark in the *Constitution*, and sail with her to New York. The drums beat as usual for formation, and they fell in, Northerners and Southerners alike, with their mess crews. Commandant Rodgers had caused the band to be present, and it played the music of the Union.

As the strains of "The Star-Spangled Banner" and "Hail Columbia" poured forth, the youngsters from the South stood there with pale faces and set teeth. Then Commandant Rodgers spoke to them quietly and plead-

ingly, and finally, when he had said to them all that could be said, he ordered those who so desired to fall out of the ranks. The boys from the States which had thrown off their allegiance left their places. And then came the farewell, and it was pitiful. The arms of those who were to go to the North and of those who were to go to the South went about one another's necks and the tears flowed, and hands linked in a last fond clasp which later were to be raised in bitter enmity. Then the order to leave was given. The Northerners embarked on the tug which was to take them to the ship. The Southerners made their way homeward as best they could, and the old *Constitution*, with the flag which she had so often carried to victory flying at her peak as of yore, stood down the Chesapeake, and laid her course to the loyal North.

A message from the Navy Department to Captain Blake, to hold the *Constitution* at Annapolis for the protection of the troops, arrived on the 26th of April, but she had departed the day before, and on the 29th Lieutenant George W. Rodgers, her commander, reported his arrival at the New York Navy Yard. For the second time in its history the Naval School now asked the Army for an abiding-place, and with the consent of the Secretary of War, Fort Adams, in Newport harbor, was designated as a new home for the midshipmen, and thither the *Constitution* was directed to repair. Shortly after her departure from Annapolis, the library records and apparatus of the Academy were placed on board the transport *Baltic*, on which vessel the professors and officers took passage. She reached Newport, Rhode Island, on the

9th of May, at which place the *Constitution* had already arrived some hours earlier. The midshipmen were disembarked and quartered at Fort Adams under the charge of Commandant Rodgers, the Superintendent having temporarily remained at Annapolis, and Rodgers, with characteristic energy, set the school going again.

The disaffection among the officers and professors attached to the Naval Academy was restricted to but few. Lieutenant William Harwar Parker, the instructor in seamanship, who resigned his commission on the secession of Virginia, was the principal member of the faculty to leave. He subsequently organized the Naval Academy of the Confederate States. The Navy Department instituted a searching investigation to discover the existence of sympathy for the rebellion among the officers who remained on duty, and demanded of each of them positive assurance of his allegiance, besides an opinion as to whether there was any latent leaning toward the Confederacy among his associates. All gave the necessary adhesion to the Union, although one professor manifested a burning desire to argue the right of secession with the Navy Department.

Professor Lockwood at once sought for active service in the Army, and raised the first regiment of Delaware volunteers, which he trained and drilled as enthusiastically as he had the midshipmen. Shortly afterwards he was made a brigadier-general, and in that capacity earned high distinction. At the end of the war, having participated in many of the battles and after four years' work, he was mustered out, and in August, 1865, returned to his duties as a professor at the Naval Academy.

CHAPTER XVI

Wherein the War-Time Sojourn of the Naval Academy in an Old Summer Hotel at Newport, and the Miseries of Plebe Life on the School-Ships off Goat Island are Recalled; together with the Story of the Exciting Practice Cruises of 1862, 1863, and 1864, in one of which Captain Luce by an Ingenious Stratagem Essayed to Catch the "Alabama"

THE country was now rushing to arms. The Navy had hitherto been more of a Southern institution than a Northern one. The defection among the best officers was large. The vacancies were great in every grade. Most of the line officers attached to the Academy were at once ordered to the front. Even before the midshipmen left Annapolis, ten members of the first class were sent into active service. On the 10th of May, 1861, the entire battalion, excepting the fourth class, was ordered to fighting vessels. The class which had entered in 1857 had practically completed its four-years' course, but the junior classes, which had entered in 1858 and 1859, had studied little more than the rudiments. Nevertheless, so urgent was the need for officers, they were sent out. In this way 112 officers—mere boys most of them—were added to the fleet. Seventeen of

ACTING MIDSHIPMAN (AFTERWARDS REAR-ADMIRAL) WILLIAM T. SAMPSON, U. S. N.

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them now (1900) survive in the active service, and the majority of them are rear-admirals.

Before the month of May had expired, it was proposed to send forth the remaining fourth class. Then Rodgers protested. It would "virtually destroy the school," he said, "and undo the work of years. . . . Why kill the bird that lays the golden egg?" In the same letter to Senator Grimes, he begs for active service for the youngsters in another form, and asks

"that some practice ships should be fitted out, this summer, in which I might take the midshipmen to the enemy's coast, and there teach them their duty afloat in actual war service. . . . Our lads did not falter when in hourly expectation of an attack at Annapolis, and I think we could pledge ourselves that the Government would find the practice ship an efficient cruiser. . . . I should esteem such service a very high honor."

Captain Blake did not approve Rodgers's project. On the contrary, he writes to the Department under date of June 3, 1861, that drill at the guns of the *Constitution*, boat and howitzer exercise, infantry drill, and seamanship evolutions also on the *Constitution*, and instructions in French and navigation "would fill up the time of the young gentlemen very advantageously, and be, in my opinion, the best substitute for the usual cruise."

Blake's plan was followed, and Rodgers loyally bent all his energies to make it successful. A rigging loft was fitted up at Fort Adams, and there Sailmaker Blydenburgh taught marlinspike seamanship. On the *Constitution*, the midshipmen were regularly exercised in all the evolutions which could be performed at anchor. They

made little cruises in the little schooner *Rainbow*, and in that way learned to steer and heave the lead. They made drawings of all parts of the *Constitution*. They fired great guns until they could hit a target at a thousand yards' distance one time in three. They organized boat expeditions, and bravely invaded the islands in Narragansett Bay. Lieutenant Simpson taught them gunnery; Edward Seager, Professor of Drawing, and Lieutenant-Commander George W. Rodgers instructed them in fencing; Professor John H. C. Coffin, assisted by Professors Winlock, Wilcox, Smith, and Beecher, conducted a course in mathematics and navigation; Professor Girault, assisted by Professors Dovilliers and Roget, instructed them in French and Spanish, and, in brief, they had no lack of occupation.

In September, the *Constitution*, which had been anchored off Fort Adams, was brought into the inner harbor and moored close to the shore of Goat Island. The incoming fourth class, abnormally large and numbering 203 youngsters, was quartered on board of her. The third class, hitherto at Fort Adams, was removed to the Atlantic House, an old-fashioned summer hotel in the city of Newport, which was rented for the purpose. The building, long since removed, was of brick and wood, painted white, and of the Greek Parthenon type of architecture, with huge pillars on the porch, so dear to the hearts of the generation of sixty or seventy years ago. It was situated on the corner of Pelham and Touro Streets, facing the public square on which the old mill stands. As it had no extensive grounds connected with it, the Academy limits were not walled in, and were

ACTING MIDSHIPMAN (AFTERWARDS REAR-ADMIRAL) JOHN W. PHILIP, U. S. N.

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arbitrarily designated as the " enclosures of the Atlantic House and Touro Park." They included the Park square and Touro Street as far southward as the hotel extended. Beyond these bounds the midshipmen were forbidden to pass, except when given liberty on Saturdays and holidays. Close watch was kept on the saloons and restaurants, and severe penalties prescribed for visiting them. Even the harmless candy-stores were made to participate in enforcing the police regulations, for the owners were warned if they permitted midshipmen to enter them at unauthorized times, or, worse still, sold the students tobacco or liquor, they would be rigidly boycotted by the Naval Academy authorities. A confectioner famous for his cream cakes, whose shop was within bounds, reaped a golden harvest, while a rival just over the edge protested in vain, and finally got cast into permanent outer darkness for alluring the midshipmen beyond the limits by the adventitious aid of sherry cobblers.

There was a little restaurant in the town the proprietor of which discovered how to make oyster pies as well as the famous Dauté of Annapolis; and Muenchinger, rechristened " Buntjigger " by the youngsters, fed liberty parties on many a Saturday, and waxed proportionately wealthy. Of course, theatres and shows were taboo. Once or twice the students were marched in a body to stereopticon exhibitions and concerts, but at the former they " devilled " the lecturer, because they got the idea that he had said that " niggers and midshipmen would be admitted at half price."

The old hotel had a large main hall (decorated with

Lawrence's " Don't give up the ship " flag), with cross passages on the lower floor, one of which led to the officers' quarters, and the other to the mess-room. The recitation-rooms were mainly on the floor above, and over this were the students' apartments, into which they were packed, sometimes four in a room. The junior class was in the loftiest story. The regular formations took place sometimes in the main hall and sometimes on a closed-in piazza on the west side. Section formations were on the third floor, whence the sections marched to the recitation-rooms.

Infantry and artillery drills were held in a pasture near Ochre Point—now the site of magnificent villas,—to and from which the battalion marched preceded by the Academy band. Seamanship drills took place on the practice ships anchored in the harbor, and for target-firing there was a little battery of 32-pounders in a shed on Goat Island. To reach the ships or the battery, the battalion marched down Pelham Street to the *Fanny*, a little steamer which had a capacity for carrying an extraordinary number of people and a way of getting around the bay in all weathers with her gunwales nearly awash.

The midshipmen who entered in October, 1861, were, however, first quartered on the *Constitution*. Then they went to the Atlantic House, and the following entering class took their place. The system thus became established of retaining the new class on the school-ship during its first year at the Academy. The *Constitution* was moored on the town side of Goat Island, and from her deck a gangway led ashore. There were no permanent buildings then on the island, save the few belonging to

THE ATLANTIC HOUSE—QUARTERS OF THE NAVAL ACADEMY WHILE AT NEWPORT, R. I.

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the old fort. A number of flimsy wooden structures were erected for recitation-rooms, and there the instructors and pupils rolled up in overcoats shivered during the bitter winter weather.

In the spring of 1862, the frigate *Santee* was sent to Newport as an additional school-ship, and moored ahead of the *Constitution*. If the *Constitution* was an object-lesson tending to inculcate patriotism, the *Santee* was eminently well suited to excite different sentiments. She was a "political ship," built piecemeal about election time for many years by prospective voters who had to be "taken care of." Her keel was laid at the Portsmouth (New Hampshire) Navy Yard in 1820—and thirty-five years afterwards she was launched. She had no historic record, and her service had been very limited. She is now winding up her career at Annapolis as the guard-house for recalcitrant cadets, and the term "Santeeing" is the modern Naval Academy slang for imprisonment on her murky berth-deck.

Nothing could have been more desolate than the outlook to the "plebe" whose first experience brought him on these school-ships. During the day, he sat and studied at one of the desks, long rows of which extended up and down the gun-deck, and occasionally marched ashore to the windy recitation-rooms, where he contracted bad colds along with a knowledge of arithmetic. The commissary department was always more or less out of gear, and the meals eaten in the blackness of the berth-deck by the light of a few ill-smelling oil lamps were wretched. Their chief peculiarity was occasional "runs" on some special *menu;* fresh pork, for example, in congealed

chunks, followed by fearful cranberry pie, once prevailed for some weeks. The midshipmen all slept in hammocks, and, for the first fortnight, punctuated the still hours of the night with stunning thuds on the deck, as they continued experiments to discover in how many different ways they could fall out of them.

At six o'clock, in the dark of the winter's morning, the drums would beat, and then twelve minutes were allowed to get attired and lash up hammocks with " seven turns of the lashing equally spaced," and carry them on the upper deck for stowage. After that, it was the custom for a time to send all hands aloft over the mastheads and down again—this by way of an appetizer, which was wholly unnecessary,—and then a brief toilet was permitted in the wash-room forward, where much of the limited time accorded was wasted in struggles for the possession of the few tin basins provided.

At four o'clock, after study hours, the youngsters were drilled at infantry on the bleak unobstructed plain of Goat Island, over which the wind howled dismally, and the snow was often above their shoes. When there was a tempest, they were allowed to remain on board and march about the decks, or haul around the now archaic guns—old 32-pounders mounted on wooden carriages, not differing much from those which were on the ship when she thrashed the *Guerrière* half a century before. In the spring, the fourth class joined the other students in drill on the practice ships and in the field, at Newport.

Of course, the ordering into active service of the midshipmen who had come from Annapolis left the class organization in much confusion, and this was worse

confounded by the rapid admission at odd times of new students to fill the vacancies made by the withdrawal of the Southerners. In February of 1863 there was a first class, a second, an advanced third, a third, a first division and a second division of the fourth, all following separate courses. A year later there was no first class, but two divisions in each of the others; nor did the regular four classes regain their normal organization until June, 1865.

Whatever difficulties the authorities of the Academy may have had to encounter in administering the internal affairs of the institution, it is certain that very few of those which were expected to arise because of the transfer of the school from the seclusion of Annapolis to the heart of a Northern city ever presented themselves. On the contrary, the midshipmen were very orderly and well behaved. So much so that in November, 1861, the Mayor of Newport addressed a warm letter of commendation of their behavior to the Navy Department. Meanwhile, it did not take the Newport people long to discover that the presence of the Naval Academy was of great material advantage to the town. Newport had been a fashionable resort ten years before, but its social prominence had waned. A determined effort was then made to induce the Navy Department to establish the Academy permanently on Coaster's Harbor Island, in Narragansett Bay, which the City Council of Newport offered to exchange for Goat Island, in consideration of this proposal being accepted. At the same time, Perth Amboy, New Jersey, advanced its claims as an eligible site, mainly on the ground that the midshipmen would not there be exposed to the temptations of such a " gay

and fashionable watering-place" as, in comparison with Perth Amboy, Newport, despite its reduced popularity, undoubtedly was.

Mr. Gideon Welles, then the Secretary of the Navy, was determined, however, to get the Naval Academy back to Annapolis at the earliest possible moment, and in the spring of 1862 he made a demand upon the War Department for the restoration of the place, which, however, the War Department, for military reasons, refused. The Newport people continued to use every effort in behalf of their own scheme, but it met with the inflexible opposition of the officers of the Naval Academy, with the result that the latter became extremely unpopular in the city, and many unavailing attempts were made to have them dismissed from their positions.

In the summer of 1862, the midshipmen made cruises on board the sloops-of-war *John Adams* and *Marion*, but now under entirely new conditions. The Confederate privateers had been menacing the northern coast, and their disguises made it necessary to watch very carefully all craft that came in the neighborhood of our shores. The *John Adams*, under command of Lieutenant-Commander Edward Simpson, and the *Marion*, under command of Lieutenant-Commander Stephen B. Luce, were directed to overhaul every vessel they met and satisfy themselves as to her identity. Both ships kept at this work throughout the summer, and the youngsters witnessed with great excitement the firing of blank cartridges and of shot across bows, although no captures were made.

In July, the Navy was reorganized. The old grade of

passed midshipman was abolished, and the new grade of ensign created, the law providing that midshipmen on graduation should be commissioned to that rank, which was made equal to that of second lieutenant in the Army. From this time forward until the graduation of the class of '64 the midshipmen in active service did not number a dozen all told, including those who, during their summer-leave period, obtained permission to join the vessels on the blockade.

The complaints of the commanding officers afloat because of the lack of midshipmen increased. " Having passed through the war of '12 and with some experience since," wrote Flag-Officer Stringham to the Navy Department in the fall of 1861, " I cannot but contrast the efficiency of vessels of the present with those of a former date, not unfavorable to the latter, and especially remarking the great deficiency in younger officers in ships of all grades now, think their absence highly prejudicial." Others followed in like strain. Absence was clearly making the hearts-of-oak of the old Navy grow much more tender toward the vanished youngsters, but none the less the midshipmen came not. To take their places in the fleet the Navy Department renewed the appointment of an old class of officers which had not existed for years—the so-called " master's mates." As the appointments of these and other volunteer officers required to meet the emergency were made by wholesale, the attention of Congress now became drawn to the Naval Academy, the enemies of which were openly claiming that it had failed in the hour of need.

The Chairman of the Naval Committee of the House

proposed the selection of midshipmen from the pupils of public schools and also the admission of paying scholars from all parts of the country, to whom the Academy should be thrown freely open. The Academic Board, as it had done before, and as it has done many times since, at once took up the defence of the institution, and pointed out that the small percentage of graduates was not due to the course, which in fact was not advanced enough, but to the low proficiency of the candidates who had been sent for examination, and confirmed this by statistics which were unanswerable. It showed that to restrict appointments to public school scholars would be to discriminate against a large class of well-to-do people who preferred not to send their sons to public schools; and further insisted that it would be practically impossible to maintain the discipline of the Academy with two bodies of students present on entirely different footings, or to prevent the constant interference of parents, backed by political influence, with the management of the Academy, when they directly paid for the tuition of their sons. The scheme was abandoned, and has not since been renewed.

The summer cruise of 1863 was again in the face of the enemy. The midshipmen were distributed on the sailing sloops-of-war *Marion* and *Macedonian* and the famous schooner-yacht *America*, which had been captured from the Confederates and presented to the Academy. The *Macedonian* went to Europe under the command of Lieutenant-Commander Stephen B. Luce. The *Marion*, whose captain was Lieutenant-Commander Edmund O. Matthews, arrived in New York early in June, only to be ordered at once to sea to search for the Confederate

"Santee." "Constitution." "Macedonian."

THE SCHOOLSHIPS AT NEWPORT, R. I.

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privateer *Tacony*, which was burning merchantmen off the coast. Neither vessel caught sight of the enemy, and the experiences of the *Marion* were somewhat disastrous. She ran almost immediately into a heavy storm in which she was struck three times by lightning, and thereupon her commander says: " Having experienced enough Gulf Stream weather in a condemned ship, with nearly all the midshipmen and acting lieutenants (midshipmen of the first class) seasick, . . . I wore ship and ran inside Sandy Hook, where I anchored." This is a typical instance out of the many which occurred during the Civil War of the placing of grave responsibilities upon very young and inexperienced men. The captain of the *Marion* was then twenty-seven years of age, the executive officer still younger, and the deck officers were midshipmen of less than three months' experience at sea.

The *Macedonian's* voyage was equally futile, so far as catching Confederate privateers was concerned; but her experience was rather more romantic. As soon as he had reached Plymouth, England, Lieutenant-Commander Luce was at once notified by the American Minister that there was imminent danger of his falling in with some Confederate cruiser, and much concern was manifested lest the slow old sailing vessel should become an easy victim to the swift steamer; but Lieutenant-Commander Luce was very much inclined to try conclusions on that point, and " where the lion's skin fell short to eke it out with the fox's."

For the first time in the history of the Navy, a United States man-of-war copied the appearance of a Spaniard.

The lofty sky poles of the *Macedonian*[1] were cut down to stumps, her spars painted bright yellow and her sides black with no white stripe. Then, with a huge new Spanish ensign flying at her peak, instead of her own colors, she proceeded to patrol the Bay of Biscay. Her guns were loaded, but muzzle-bags were put on them so as to conceal the absence of tompions. A seaman who could speak Spanish fluently was kept ready at hand dressed in an officer's coat, in order to answer in that language the hail of the expected pirate should he venture to appear, and in this way to get him under the *Macedonian's* powerful battery.

It is very certain that if either the *Florida* or the *Alabama* had once got well within range a single broadside would have ended her career. That is what Lieutenant-Commander Luce and all the midshipmen on board prayed for. But the enemy did not appear, and at the end of the summer the *Macedonian* returned to New York, where Lieutenant-Commander Luce had the satisfaction of finding his disguise so perfect that even the American pilot was deceived thereby.

During the following summer the practice ships of the

[1] It has been commonly believed in the Navy that the practice ship *Macedonian* was the British ship captured by the *United States* in 1812, and much sentiment has been expended in regretting her sale and subsequent conversion into a hotel on City Island, near New York City. The original *Macedonian* being quite a new ship was, it is true, repaired and taken into the Navy. She was blockaded in the Thames River until the close of the war, and then she served as a cruiser until 1828, from which time she did nothing. In 1835 she was broken up at the Norfolk yard. Meanwhile Congress appropriated funds to build the new *Macedonian*, which was commenced in 1832 and launched at Gosport in 1836. She was rebuilt at Brooklyn in 1852. It was this second *Macedonian*, of course, which became the Naval Academy practice ship.

Naval Academy for the first time sailed as a squadron. They were the sailing sloops *Macedonian* and *Marion*, the gunboat *Marblehead*, and the yacht *America*. They cruised around the mouth of Long Island Sound, and finally proceeded to Gardiner's Bay, where they began a course of practice evolutions, including the stripping of the *Marion*. Hardly had this work begun when a revenue cutter came rushing along from New London with the following despatch:

"The *Florida* burned a vessel off Cape Henry last evening, and has probably gone up the coast. She has only four guns. Let your vessels cover the Vineyard waters, and send out the *Marblehead* in pursuit. She will probably go to your neighborhood."

This had been sent from the Secretary of the Navy to Commodore Blake, and was by him now forwarded to Commander Fairfax. The excitement of the youngsters, called instantly to get up anchor in the early dawn and to proceed to meet an enemy stated to be in the immediate vicinity, was great. Never were practice ships got under way quite so quickly. Every one looked with envying eyes upon the *Marblehead*, which started off to the eastward at the top of her speed. She went to Nantucket South Shoal, and stayed there for some time, but no *Florida* came her way. The *Marion* and *America* jointly cruised about eighty miles off Block Island, overhauling everything they met.

The *Macedonian* one Sunday morning sighted on the horizon a long, low, lead-colored steamer showing black smoke, and, fully believing that the famous *Florida* was now in sight, hoisted English colors and went to quarters.

The officers were firmly convinced that a fight was imminent, and they walked among the midshipmen who were stationed at the guns encouraging them and telling them what to do in event of casualties. As the supposed privateer came nearer, it was seen that her men were also at quarters; but at apparently the last minute she hoisted United States colors and her signal number, which showed that she was only a captured blockade runner coming north. The youngsters who made that cruise on the *Macedonian* always assert that she had the *Florida* under her guns one calm night off Block Island, and could have made a capture if a signal light had not been too hastily burned; but of this there is no mention in the official reports.

The students at the Naval Academy had meanwhile ceased to be acting midshipmen. The members of the class which entered in 1862 were the first to be given gunboat appointments (so called from the engraving of the vessel which headed the document), which constituted them at once midshipmen in the Navy. Neither they nor the acting midshipmen who preceded them were ever cadets. The Secretary of the Navy writing to the Superintendent of the Naval Academy, on December 27, 1869. held that the Act of July 16, 1862, changed the status of the students of the Academy, and that instead of their being "acting midshipmen on probation" (to be recommended later by the Superintendent and Academic Board for appointment as midshipmen), they were appointed midshipmen on their entrance into the Academy, and from that time until their promotion to the grade of ensign no further papers were necessary.

"Marion." Yacht "America."

NAVAL ACADEMY PRACTICE SHIPS, 1862, AT BOSTON NAVY YARD.

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There was a special reason for appointing the undergraduates to the full rank of midshipmen during the Civil War, and that was to insure their protection and exchange in case the practice ships were captured by the enemy. The cartel value of a midshipman was definitely fixed, at that time, as equal to seven privates, or a like number of ordinary seamen.

As there were but very few midshipmen in the fighting fleets during the Civil War, the instances of gallant deeds done by them are necessarily limited in number. The one which was perhaps the most brilliant took place at the capture of Roanoke Island in February, 1862. There Midshipman Benjamin H. Porter—a member of the class which entered the Naval Academy in 1859, and was ordered into active service in May, 1861—fought his six naval howitzers (the only field-pieces employed in the engagement) for over three hours, and in advance of the troops, under a most destructive fire from the enemy. "They were handled," says Rear-Admiral Goldsborough in his official report, "with a degree of skill and daring which not only contributed largely to the success of the day, but won the admiration of all who witnessed the display." And yet Porter was then a boy but seventeen years of age. He afterwards fell gloriously at the assault on Fort Fisher, leaving, young as he was, a record for courage and ability which will always shine in our naval annals.

CHAPTER XVII

Wherein the Graduates of the Naval Academy, Despite their Attainments, Return to Midshipmen's Duty in the Steerages of the Cruisers; and, the War being over, the Academy itself Goes Back to its Old Quarters at Annapolis to be Completely Remodelled by Rear-Admiral David D. Porter.

NO one can recognize the outside influences which were brought to bear upon the Naval Academy during the period including the years 1863, 1864, and 1865 without experiencing a feeling of wonder that it managed to survive them. Certainly it was bad enough that it should be an exile and compelled to carry on its work in buildings unsuited and amid conditions which hampered it at every turn; but these difficulties became insignificant in comparison with the attacks now directly made upon it.

These had many sources. They came from the public which, forgetting the large proportion of naval officers who had left the service to follow the fortunes of the Confederacy, and perceiving only the urgent demand for volunteers, charged the school with inefficiency. They came from Congress, which seemed to look upon it as a sort of factory, capable of indefinitely increasing its output provided copious supplies of raw material of any sort

PROFESSOR JOHN H. C. COFFIN, U. S. N.

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were maintained. They came from the ultra-conservative element of the "Old Navy," which insisted that the school was producing nothing but commissioned theorists, and called attention to the fact that in 1863 there were 382 midshipmen in the Academy while the fleet had but nine; and that in 1864 the midshipmen ashore had increased to 457 while the midshipmen afloat numbered just two.

"It is easier to lose a ship than an army," writes an "oldster" of the '41 date in 1865, relapsing into the rôle of Cassandra, — "a rush of waters, a gurgling at the hatches and ports, a few moments of settling, and all is over for ship and crew." This comes to pass: "While the young ensign is pondering in his mind the parallelogram of forces, these forces take a sudden diagonal, and it is too late." And his mourning for the lost midshipmen grew more pathetic than ever.

"It seemed," he says, "as if the Navy had changed its character. There was a vast blank where before there was light; there was a solitary steerage where before it had been full of noisy mirth, life, and sharp cutting wit. The forecastle was deserted of its young lord; the quarter-deck missed the young gentlemen more than I can tell. It seemed as though a bright light had gone suddenly out—and the ship became solitary and lonely."

After which he proceeds to excoriate the "master's mates" who, as I have said, had succeeded to the vacant places in the steerage mess.

Lastly, there were the politicians, pure and simple, who knew little and cared less about naval education, but who regarded the Naval Academy as furnishing so many

places wherewith to repay constituents for value had and received. They wanted the course rendered as elementary as possible, so that their nominees, however ill prepared, could get in and through, and what they especially demanded was that their "pull" should never lack the potency to reinstate a student who had been found deficient and dropped.

Eventually all of these jarring elements crystallized into three clearly marked parties: (1) The "popular," which included the politicians, the friends and relatives of "bilged" midshipmen seeking reinstatement, and all who for any reason thought the discipline too strict or the studies too advanced, or were malcontent in any way with the management of the institution; (2) the "Old Navy," which denounced "high science," and refused to be comforted for the loss of its youngsters ("treading them down like the main tack," being forgotten in its grief); and (3) the "progressive," which steadfastly maintained that advanced standards and a liberal education were consistent with the highest naval efficiency.

The young line officers attached to the Naval Academy as instructors and the Assistant Secretary of the Navy, Mr. Gustavus V. Fox, were the chief exponents of the progressive party.

Mr. Gideon Welles, the Secretary of the Navy, perceived, almost from the beginning of the war, that unless extraordinary means were taken to fill the Naval Academy, the supply of officers would be choked at its fountain head. There were, of course, no appointees from the seceded States, and the Representatives in Congress from those which remained loyal had failed, in a large

number of instances, to make any nominations. The Secretary then announced that the Executive had power to select candidates from unrepresented districts, and thus proceeded to fill the vacancies. The entering examination was brought down to so low a level that any one with the barest rudiments of common school knowledge could pass it, and as a consequence, in October, 1863, there were 489 midshipmen in the Academy, 218 of whom were in the fourth class. That at least insured a sufficiency of grist to the mill, irrespective of the proportion of chaff which might be in it; but the detrimental consequences to the Navy are felt to this day.

From 1861 to 1865, inclusive, 858 midshipmen were admitted. Those who were graduated were sufficient in numbers quickly to fill the junior commissioned grades. The sixteen senior midshipmen of the seventy-eight graduates of 1868 became lieutenants four years after leaving the Naval Academy at an average age of twenty-four years. But when the lists had become filled, and in addition subjected to the reduction in the numbers which occurred in 1882, stagnation in promotion resulted. The men who entered during the Civil War period being all of nearly the same years, there were no age retirements. They blocked the stream of promotion and became known as the "hump." The twelve seniors of the class of 1868 remained in the lieutenant's grade for twenty-one years. In 1868 there were lieutenant-commanders whose total service in the Navy was less than eight years. In 1897 there were ensigns whose service period was double this. In 1899 most of those belonging to the four classes of midshipmen in the Naval Academy during its last

year in Newport who still survived filled the list of a single grade—that of commander.

The so-called personnel law of 1899, which provided for the making of enforced vacancies in the several grades yearly, unless they should naturally become reduced to a certain extent, emphasized the final result of the disastrous policy of suddenly and largely augmenting the Naval Academy classes under the pressure of emergencies. Having invited the entrance of the victims in its time of trouble, their country at the beginning of the new century sees no alternative to terminating peremptorily their active careers after nearly forty years of faithful service.

To return, however, to the stormy days of the Civil War. There still remained the difficulty that the Academy was organized to produce ensigns who were commissioned officers; and here the strident protests of the ancient mariners silenced every other voice. They wanted midshipmen. The idea of giving a lad a commission before he had received (plastically) impressions on a cruising ship, they said, was preposterous. Fortune helped them; for some of the acting ensigns who had been hurriedly taken from the Academy went to sleep on watch and did other irregular things for which in the winter of 1863–64 they were sent back to the school minus their sleeve stripes. Nevertheless, there stood the law of 1862 explicitly providing that "the students at the Naval Academy shall be styled midshipmen until their final graduating examination, when, if successful, they shall be commissioned ensigns, ranking according to merit." Hardly, indeed, had this been enacted before

PROFESSOR JOSEPH E. NOURSE, U. S. N.

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Commodore Blake had caused an order to be published informing the midshipmen that " by this act they become commissioned officers in the Navy with a high pay as soon as they graduate "; and an actual precedent had been fully established, for the graduating class of 1863 had received its diplomas and its commissions on the same day.

The authorities in Washington who were carrying on the war were not, however, to be hampered by legislation in matters which involved military exigencies, and of these the active naval officers in high places were, after all, the ultimate judges, and their voice had already been heard. The Attorney-General became clearly of the opinion that the midshipmen were not entitled to commissions as ensigns until they had passed the final examination " directed by the regulations of the Department," and the Department promptly informed the Superintendent (June 8, 1864) that hereafter no officer will be promoted to the grade of lieutenant until he has served one year as master, one as ensign, "*and at least one as midshipman* after leaving the Academy in November, and until further directions are given the final graduating examination will not be less than one year after leaving the Academy." The Department overrode the law, and the Attorney-General confirmed the legality of the proceeding.

So the midshipmen came back to the fleet—learned midshipmen in long frock-coats and shoulder-straps—31 of them in 1864, increased next year to 84, and in 1867 to 157. And there they were, clambering up to the topsail-yards with their long coat-tails waving joyously in the

breeze, and answering the time-honored call of "gem-man-of-the-watch!" with just as much alacrity as if they had never heard of asymptotes or hyperbolas, nor given a moment's serious thought to advanced problems in squadron tactics under steam.

Such was Secretary Welles's expedient, which perhaps, on the whole, was the wisest possible. The Board of Visitors of 1864 had made a disconcerting sort of report wherein they wanted to abolish the Naval Academy and set up seven different schools, and have competitive examinations for them, French-fashion, all over the country. Commodore John Marston—the Midshipman John Marston who forty odd years before had been pounded with a speaking-trumpet by Captain John Orde Creighton—was on that Board, but it is hard to believe that he—fruity and crusted old Bourbon that he was—had anything to do with it. Before the next Board of Visitors convened, however, Secretary Welles had carried his plan into effect, and that Board came to the Academy, with Farragut at its head, and proceeded to recommend practically what Welles had already proposed. Its first suggestion was to raise the standard of admission; its second was to require one year's service at sea after graduation. The temper of the "Old Navy" comes out between the lines of the report of Farragut's Board, for despite all its praise of Commodore Blake, who had "written over a thousand letters per year to parents," and had been an assistant parent himself to the midshipmen, it mercilessly drags to light the fact that during the past twelve years one third of all the candidates for admission had been rejected, and that out of the 1209

boys who had entered the school, only 269 had been graduated.

Meanwhile a breeze from another quarter had struck the Secretary, and he was off on a new tack. Now the progressive people and probably Assistant Secretary Fox had influenced him, and with that impetus he carried his way so far in advance of his time that it has taken the Navy thirty-six years to catch up to him. The first practice cruise during which the midshipmen were required to perform the duty of engine-drivers was that of 1864, and the steam gunboat *Marblehead* was attached to the squadron for the purpose of such instruction, while incidentally chasing the elusive *Tallahassee.* At the end of the cruise the members of the graduating class exhibited their proficiency, and managed the engines during a run of about forty miles in Narragansett Bay. Probably this result, together with the arguments of the Engineer Corps of the Navy, which had then already begun its long struggle for actual instead of relative rank, led the Secretary to propose that the Naval Academy should produce men qualified to serve both as line officers and as engineers. He pointed out that the disasters during the war due to incompetent and ignorant engineers had been serious, and that therefore educated engineers were a necessity. On the other hand, if the line officers and engineers were to be kept separate, every vessel would have to carry two sets of officers, one set incompetent to drive her, the other incompetent to navigate her; that the existing line officers knew nothing of steam engineering, while the engineers could not fight the guns or maintain discipline. He insisted that

seamanship and steam engineering were no more dissimilar than seamanship and gunnery, that only a few years earlier it was believed that line officers could never learn the latter, so that a separate ordnance corps was strenuously advocated, and he recommended that the midshipmen be taught steam engineering so thoroughly that after graduation they would be competent to stand their watches alternately on the deck and in the engine-room.

This proposition met with scant favor in the line of the Navy, while another even more radical suggestion, that one half the midshipmen be chosen from the naval apprentices who should be appointed from the Congressional districts, leaving the other half to be selected in the ordinary way from boys in civil life, received none at all. Meanwhile, in May, 1864, Congress put an end to the importunities of the advocates of new locations for the School by decreeing that the Academy should return to Annapolis before October of the following year. An attempt was then made to have the Naval Academy site called Severn Point, to match West Point, but it failed.

The situation, to say the least, was now much complicated. With the Secretary himself advocating reforms of a subversive character on the one hand, and yet, on the other, acting upon the most conservative counsels; with the Academy filled almost to the limit with new appointees, and its internal organization replete with makeshifts and expedients; with a controversy, moreover, rapidly arising in the institution itself as to whether the rule of the fixed professors should give way to that of line officers temporarily assigned as instructors,— the circumstances all pointed to the conclusion that the time

LIEUTENANT (AFTERWARDS REAR-ADMIRAL) EDWARD SIMPSON, U. S. N.

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had come for the discovery of some strong, commanding intellect capable of grappling with the difficulties and of devising some new way of effectively overcoming them. This is what Welles's acumen in the end revealed to him. It is to his lasting credit that he perceived that the man of all others who could do it was Rear-Admiral David D. Porter.

Admiral Porter's history had been picturesque. At the age of eleven he was on the ship of his father, Captain David Porter, chasing buccaneers in the Gulf. When the father resigned from the United States Navy and took service in that of Mexico, the son, then in his teens, became a Mexican midshipman, and went cruising after Spanish merchant vessels. At barely fourteen years of age he fought on the brig *Guerrero* in her bloody engagement with the Spanish frigate *La Lealtad*, was captured when the Mexican surrendered and consigned to imprisonment in Cuba. A year later (1829) he was released, and then he began anew his naval career, as a midshipman in the Navy of the United States.

The outbreak of the Civil War found him, after thirty-two years' service, a lieutenant on shore duty; in a little over two years he was a rear-admiral in command of a squadron. Now, with a war record of great brilliancy, and after the receipt of four votes of thanks from Congress, he came, in the fall of 1865, to the Naval Academy as its Superintendent.

He was known as a severe disciplinarian, a believer in the "smart ship," and yet by no means a martinet. His reputation before he reached the admiral's stars was that of an especially efficient officer, although he had had no

naval commands, except of a coast-survey vessel and of the store ship *Supply* when she made her two voyages to Asia Minor in 1854 to get camels and bring them to New Orleans, whence they were sent to haul artillery on the "Great American Desert." His professional knowledge was supplemented, however, by much worldly wisdom, gathered perhaps when he was on furlough commanding a mail steamer plying between New York and the Isthmus during the gold fever in 1849.

He relieved Commodore Blake as Superintendent in September, 1865, and during the summer of that year the School returned to Annapolis; the old *Constitution* distinguishing herself by making thirteen and a half knots under sail on her way back to her former moorings in the Severn—which was better than she did in 1878, when she took thirty days to cross from Delaware Breakwater to Havre, perhaps because in the latter case she was disgusted at being made to carry a cargo for the French Exposition.

The condition of the grounds as Porter took them from the Army was deplorable. Just before his departure, Blake had completed the last of the professors' and officers' quarters, now known as Blake Row or "Rascality Row," as the youngsters at one time called it. But the buildings were hardly occupied before they were turned into hospitals, and the midshipmen's quarters shared the same fate. In fact, there was much misgiving in sending the students back into houses in which all sorts of disease had been harbored during a period of over four years.

Whatever beauty the place had ever possessed was

ADMIRAL DAVID D. PORTER, U. S. N.

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gone. The long row of willows which had fringed the bay side had been eaten by the cavalry horses. Deep-rutted wagon roads ran in every direction over the ruined lawns. Where once had been flowers and shrubbery now was bare earth, with perhaps a clump of rank pasture grass here and there. Sheds had been built on the parade to serve for beer-rooms and sutlers' shops. Even the Superintendent's house had been turned into a billiard-saloon.

Porter set a small army of laborers to work, and by the time the academic year opened in October, 1865, the place was in fair order, and some spots, as around the Herndon Monument where the old trees remained unhurt, even called up reminiscences of their former beauty. To the midshipmen who arrived there from the practice cruise or from leave, and who had never seen them as they had been, the grounds, although far less spacious than at present, were a welcome substitute for the prim little Newport square and the dusty desert of Goat Island. But they had little time to indulge in comparisons, for immediate and important changes were manifest on every hand. In fact, whether Admiral Porter could have gone any further with his reforms without eliminating the whole institution and starting an entirely new one seemed at the time an open question.

In the Academic staff radical alterations had been made. Professors J. H. C. Coffin and J. E. Nourse had retired. What was left of the old military rule of the professors had practically disappeared, and the direct management of the Academy had passed into the hands of one of the most brilliant groups of young officers which

had ever been assembled under the auspices of the Navy; into the hands of the men who had actively fought the battles of the Civil War and who had now returned, flushed with the enthusiasms of victory, and ready to bend all their energies to teaching the rising generation how to go and do likewise.

Lieutenant-Commander Stephen B. Luce became Commandant of Midshipmen, and among his assistants were many men whose names have since become famous both in the service and out of it. The list includes Lieutenant-Commanders Kidder R. Breese, James A. Greer, Francis M. Ramsay, Richard W. Meade, Thomas O. Selfridge, John S. Barnes, Montgomery Sicard, Robert L. Bradford, Augustus P. Cooke, Henry W. Miller, Norman H. Farquhar, and Samuel Dana Greene. Lieutenant-Commander Robert L. Phythian was at the head of the Department of Navigation, with Lieutenant-Commanders Leroy Fitch and James O'Kane as assistants. Lieutenant-Commander J. N. Miller had replaced Professor Nourse as head of the Department of Ethics and English. Professor William H. Wilcox, who had formerly been a lieutenant in the Navy, had assumed charge of the Department of Mathematics; while to carry out the new plan of teaching the midshipmen steam engineering, a department devoted to that subject and all its branches had been established, with Chief-Engineer William W. W. Wood at its head. Besides these, there were many other new instructors, including no less than four chaplains of the Navy; and to match the new force were new text-books and new arrangements of study.

During the last year of Commodore Blake's administra-

THE NAVAL ACADEMY BUILDINGS, ETC., TURNED INTO AN ARMY HOSPITAL DURING THE CIVIL WAR.

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tion (1864–65) the Academic staff consisted of seven civilian professors (heads of departments), and twenty-two civilian assistant professors or instructors. There was but one line officer who was head of a department (the Commandant), and only nine line officers as instructors. During Porter's first year (1865–66) the civilian head professors became reduced to five, with twenty civilian instructors against four line officers as heads of departments and twenty-seven line officers as instructors.

The military organization of the battalion was completely modified. The units were no longer mess crews except for the ordinary formations for meals and daily inspection. For all purposes of drill, the battalion was divided into four divisions, each composed of six guns' crews, averaging about twenty men each. The adjutant and sub-adjutant had disappeared. The ranking cadet officer was now a cadet lieutenant-commander. Each division had a cadet lieutenant, a cadet ensign, and a cadet midshipman in charge of it. Each guns' crew was commanded by a first captain, assisted by a second captain. In ordinary formations when mess crew organization prevailed, the cadet lieutenant-commander took charge of the battalion under the direction of the officer in charge, and the mess crews, much larger than formerly, were commanded by cadet divisional officers, the first and second captains of guns'crews falling into the ranks.

The marks of cadet rank were entirely changed. At first, chevrons of gold lace similar to those worn at West Point by the cadet officers were placed upon the sleeves of uniform jackets, beginning with one for a second captain of a guns' crew and ending with so many for the cadet

lieutenant-commander that Porter announced that the midshipmen officers wore more gold lace than he did, and to that he would not submit. So, after a few days of trial, the cadet lieutenant-commander was given four quarter-inch gold stripes surmounted by a double diamond, the cadet lieutenants three stripes, the cadet ensigns two, and the cadet midshipmen one; while the first captains of guns' crews wore the double diamond only and the second captains a single diamond. The last cadet adjutant was Fremont M. Hendrix of the class of 1865, now deceased; and the first cadet lieutenant-commander was S. Nicholson Kane, who was graduated No. 1 in the class of 1866, and who is now in civil life.

The uniform jacket with its broad rolling collar and large anchors disappeared. So did the cap with the empty wreath. The whole dress lost its air of nautical freedom. In place there came a jacket with a military standing collar with small gold anchors placed horizontally at its ends, and with a gold cord around its edge for full uniform. The cap lost its ungainly shape, became smaller and trimmer, and its ornament was changed to a single gold anchor.

Porter recognized that the midshipmen were human beings, and young ones at that. The most any of his predecessors had done—and it was very little—was to permit them a limited amount of sober recreation. Porter provided means for all sorts of athletic sports, and urged the youngsters to take part in them. He set a personal example by using the gymnastic apparatus himself, even putting on the boxing-gloves. And when the news went out that the Vice-Admiral of the Navy

had actually boxed with a midshipman, and, worse yet, had done this in the presence of other midshipmen, who had manifested unrestrained glee when his exalted nose was smartly tapped by his young opponent, an awful shudder went through the ancient martinets of bygone days which set some of them to calling high heaven to witness that the service was now certainly going to the opposite locality.

There were midshipmen then at the Academy who had been disciplined the year before by Blake for daring to ask to play cricket in Touro Park. It was hard for them to appreciate the full extent of the changes which had taken place about them, and that amusements were now to be encouraged. Weekly dancing parties, or hops, as they were called, were held in the lyceum over the mess-hall, which were attended not merely by the midshipmen, but by the ladies of Annapolis and of the officers' families. The same room was invaded by a negro minstrel company formed from the students, and before the year was out private theatricals were in full blast. The latter were rather primitive, because the youngsters had to get up their own dresses and paint their own scenery; but they could not have been more enjoyed if the greatest actors in the world had been brought there for the general delectation.

During the following year the Academy began its serious athletic work, which it has ever since continued. Rival baseball clubs were organized in the different classes: the "Nautical" of '67, the "Severn" of '68, the "Monitor" of '69, and the "Santee" of '70. Saturday afternoons found hard-fought games played on

the drill grounds in front of Stribling Row. Rowing shells were provided, and even some infractions of routine were permitted to the men who had gone into active training. A well-appointed gymnasium was fitted up on the barbette of old Fort Severn, from which the battery had been removed after the *Santee* was made into a gunnery ship. The infantry drills assumed a much more showy character, and dress parade was held every evening when the weather permitted. A complete fleet of sailing launches was provided in which all the midshipmen were embarked and sent out into Chesapeake Bay to practise fleet-sailing, and incidentally to have collisions and capsizes in all sorts and kinds of weather. Even the band, which hitherto had been a small, dispirited collection of serious individuals attired in coats of ecclesiastical cut, turned up with dingy red, and which had a dreadful habit of inciting incipient mutiny by its insistence in playing some one tune, became under Porter's magic touch greatly increased in numbers, and then it burst forth into a gorgeous uniform, and, headed by a drum-major, swung down before the line on parade in a way that aroused the delighted admiration of every youngster in the battalion.

THE NAVAL ACADEMY PRACTICE SQUADRON OF 1866.

(From a drawing by Professor Edward Seager.)

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CHAPTER XVIII

Wherein is Reviewed the Epoch-Making Administration of Admiral Porter through which the Naval Academy Became Changed from a High School to a College and the "Honor" Standard firmly Established

THE attitude of the earlier superintendents to the midshipmen was practically that of the old-fashioned man-of-war captain to his young officers, inasmuch as they regarded the students as boys to be kept under strict watch and tutelage at all times. Admiral Porter, on the contrary, impressed upon the midshipmen that they were not merely gentlemen in name, but gentlemen in fact, and that they were to be treated as such with the full understanding of all the name implied; and most especially that they should be subjected to no espionage save such as their own honor imposed upon them. They were told that their words would be implicitly accepted as truth; that they would be called upon to do their duty as it was pointed out to them, not because military discipline forced them to do it, but because such was the honorable and proper course in view of the obligations which they were under to the Government which was educating and supporting them. "If they do not act honorably under the present

system," said Porter in one of his early letters to the Navy Department, " it is scarcely worth while to expect it under any other."

The response of the students to this new code was loyal and complete, and the high standard of *morale* which Porter then set has since remained characteristic of the Naval Academy.

There were two other causes which contributed powerfully, though indirectly, to the success of the new order of things. Those familiar with social life at the Academy at the present time may find it difficult to realize the condition when the feminine influence was directly and for the first time exerted upon the students and welcomed by the disciplinary authorities. But no history of the School can properly omit at least passing tribute to the civilizing work which was done by that lovely group of wives and daughters which came to reside in the grounds in 1865. They found the Naval Academy a barrack; they filled it with the gracious fragrance which clung about their own homes, and left it with such a host of clinging and tender memories that to the gray-headed youngster of to-day the thought of them, as he returns to the old scenes, is a draught at the fountain of youth.

And in that formative period, the other cause contributing always for good lay in the chaplain, the Reverend George Williamson Smith, now the honored President of Trinity College. There were and had been other chaplains at the Academy, excellent, well-meaning men, all of them, but, as often happens in such cases, they perhaps did not quite appreciate the material with

which they had to deal. Some with little tact had exercised technical police power. When the Rev. Mr. Smith —a quiet, rather diffident young man, totally unpretentious, and plainly not watching to "spot" midshipmen for not saluting him—assumed the office, he was at first contemplated dubiously, with a half-defined idea that he was developing some new form of what the midshipmen called "deviltry peculiar to chaplains," which it would be well to look out for. But, on the contrary, he showed no such inclination. He preached sermons that were intelligible, and sensible, and good. He interested himself in whatever interested the midshipmen. He was never sanctimonious, but was simply a pleasant, amiable friend to whomsoever chose to go to him. Pretty soon the youngsters decided that he was not to be referred to as a "Holy Joe" or a "Sky Pilot"; and in the end he gained the cordial liking of the entire battalion, and proved a potent aid to Admiral Porter in the establishment of the "honor" system.

The recommendations of the Secretary of the Navy regarding the teaching of steam engineering to the midshipmen had hitherto not been carried into effect, unless the detailing of a few assistant engineers to act as instructors in natural and experimental philosophy may be regarded as an initial step to that end. Now the establishment of a fully equipped department, under the direction of Chief-Engineer W. W. W. Wood (an officer whose high rank and attainments did not prevent the thoughtless youngsters from condensing his name to W^4O^2D), with eight assistants, and the assignment of a portion of the school time to the study of the subject, showed that the effort to render

line officers versed in the management of steam engines was seriously to be made. Nevertheless it failed, and among the causes which have been assigned are an alleged bitter opposition shown by the older officers of the Navy and the unwillingness of the midshipmen to apply themselves. The last contention is without force. The midshipmen were entirely under the control of the authorities, and had no option but to study steam engineering, like anything else which they might be ordered to study, and obtain the requisite marks, under penalty of being found deficient and dismissed.

On the practice cruise of 1866 they stood fire- and engine-room watch, alternating with their deck watch. They were no more directly responsible for the disappointing results of the scheme, as initially carried into effect, than they were for the even worse failure of the Secretary's plan for filling the Naval Academy from the enlisted apprentices. The real reasons which determined its ill success were lack of teaching capacity in the engineering faculty, and the fact that the status of an engineer in the Navy in those days, being different from what it afterwards became, something more than the mere possession of a commission was necessary to insure the necessary deference from the students. Whatever the abilities of the individuals ordered to act as instructors may have been, it is certain that, with a few exceptions, they did not succeed in winning the interest of the midshipmen; and the very fact that there were exceptions goes to show that, with a different personnel, other results might perhaps have been achieved.

It is significant also that the attempt made at the same

BIRD'S-EYE VIEW OF NAVAL ACADEMY GROUNDS FROM "NEW QUARTERS."

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time and through the same means to educate young men at the Naval Academy directly as engineers also failed. In July, 1864, Congress authorized the formation of a class of "cadet engineers." The first instance of this term "cadet" being applied to any young officer in our Navy was in the plan proposed by Secretary Bancroft's Board of 1845. One other had since occurred in a report of the Academic Board of 1848, in which it was recommended that "the junior class and grade of acting midshipmen be abolished, and their place be supplied by a body of officers to be called 'cadet midshipmen'"; a proposal which was not carried into effect. The cadet engineers under the law above noted were to be appointed by the Secretary of the Navy from the midshipmen or from civilians, and were not to exceed fifty in all. If selected from civil life, they were to have been "engaged at least two years in the fabrication of steam machines." None of the midshipmen were chosen. The scheme was abundantly advertised about the country, and for two years attracted nobody. Finally, two students entered in 1866, and two more in 1867; one resigned shortly after entrance, one died, one became a midshipman, and the fourth is still in active service.

The "cadet engineer" scheme was speedily dropped, and persuasive circulars were sent to the various technical schools and colleges, with the result that out of fifty young men who submitted to competitive examination at Annapolis sixteen were appointed — not "cadet engineers," but as "third assistant engineers." They resided outside of the Academy walls, and had no place in its military organization. All of them were graduated

with credit at the end of a two-year course. Nine resigned within the following five years, and at present (1900) six remain in the Navy.

Fate seemed in the beginning to be against the instruction of the midshipmen in steam engineering. But after the "steam building" was erected and equipped in 1866 with an excellent marine engine and boilers and all the appurtenances of a well-found machine-shop, the instinctive Yankee fondness for mechanism began to assert itself, and the youngsters came there to investigate and study of their own free will. There was one engineer officer who recognized this, and it is pleasant to record a remembrance of the painstaking care with which Chief-Engineer Eben Hoyt would explain and assist, and of the engaging personality which won the affections of the students, even before his manifest ability secured their hearty respect. Admiral Porter and Hoyt had between them evolved the idea of fitting up a launch with sails and engines as a miniature brig, which the midshipmen could handle for themselves, and thus combine study with amusement. The boat which Cushing had used in his attack on the *Albemarle* was at the Academy, and this was selected. In October, 1867, her preparation was completed. Hoyt had taken especial interest in her engines, and when the time for the trial trip came, as he proposed to manage them himself, he invited the Admiral to join him and look after the sails. Porter was anxious to go, but a passing illness deterred him. It was fortunate that he withdrew, for the boiler of the boat exploded, mortally wounding the helmsman, and killing Hoyt and two seamen instantly. Thus within two years

after its establishment, the new department of " steam engineering " lost its ablest representative, and the accident itself acted as a damper upon the prosecution of its work.

Within a year after the abolition of all espionage upon them, Porter wrote to the Department that he believed the midshipmen to " commit less wrong than any other equal number of young men in the country." At the same time, however, he was vigorously eliminating the black sheep. His first orders to the Commandant and Academic Board direct them to " begin the weeding process at once," and to " report all those who in their estimation will be a discredit to the Academy." The reported ones departed; and the protests of their friends and congressmen availed them naught.

Then he created much astonishment by announcing that demerits no longer counted against any one, and were merely indications of conduct, because " many would have to be dismissed if the demerit system were carried out, who are now standing well in their studies and will make good officers." But he invented new punishments in lieu thereof, the chief of which was " guard duty," whereby the victim was made to " work off " his demerits by hours of weary pacing of the brick walks around the grounds, on Saturday afternoons or during other recreation periods. He also for a time established a " night patrol," composed of delinquents who were compelled to turn out of their beds and make the rounds of the yard for three hours during the night. That did not work satisfactorily, partly because—as in the old days—the youngsters were too sleepy next day to study, and

partly because under their general orders to arrest stragglers, they laid in wait for professors visiting in the grounds, and locked them up in the guard-house.

In all its essentials, big and little, the Academy under Porter changed from a high school to a college. Except in that there were official gulfs maintained for purposes of discipline between the several classes, there had never been any class feeling in the institution in the collegiate sense of the term. But now this arose. The class of 1867 was the first to designate itself officially by its graduating year ('67), and to adopt a class badge and class colors. The first publication by the midshipmen illustrative of their own life was my own collection of sketches, made for the amusement of my classmates, which appeared in the spring of 1867 under the name of *Shakings*. It came very near being officially suppressed, as in violation of the regulation against publishing information about the Academy. Unlike many of the "class books" which have since been issued by the cadets, *Shakings* was not designed to perpetuate events or individuals, but simply to show without caricature the actual life of the midshipman during his probation period; and of that life as it was thirty years ago its pictures are accurate ones.

It did not take long for the news of Porter's proceedings, and especially of an alleged remarkable increase in the amount of "high science" taught at the Academy, to reach the "Old Navy"; and the very first Board of Visitors came headed by Admiral Dahlgren, and having among its members Captains William Walker and Daniel Ammen. As one of the last efforts of the *ancien régime*

United States Naval Academy.

THIS CERTIFIES THAT

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In Witness Whereof [illegible] CERTIFICATE OF GRADUATION [illegible]

THE DIPLOMA OF THE NAVAL ACADEMY AS MODIFIED BY ADMIRAL PORTER.

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to impose its now greatly modified views upon the Academy course, the report of this Board is especially interesting. On the one hand it proposed an increase in the relative weights of seamanship, gunnery, naval tactics, navigation, steam engineering, infantry tactics, fencing, drawing, French, and Spanish; on the other, it cut down the weight of mathematics four fifths, and advocated the abolition of instruction in astronomy, mechanics, and physics, moral science, naval, international, and constitutional law, and history and composition, save in so far as these topics could be taught by "familiar lectures."

The doctrine that the "Old Navy" was opposed to the education of the midshipmen in steam engineering is amply refuted by this report. On the contrary, the "Old Navy" had had such a dismal experience with the engineers (chiefly the volunteers) during the war, that it was ready to have the midshipmen educated in handling steam engines to any extent which would prevent a repetition of it. Furthermore, the midshipmen had provided an object-lesson proving their own capacity in the premises. The *Swatara* had been sent to the West Indies in command of Captain W. N. Jeffers, one of the strictest disciplinarians in the service, and with but one engineer, a number of the graduates of the class of 1865 being assigned to her to perform alternating deck and engine-room duty. To remark that these midshipmen did their work to the satisfaction of so exacting an officer as was Captain Jeffers, who reported glowingly upon it, leaves nothing more to be said.

The recommendations of Admiral Dahlgren's Board

were not adopted. Nevertheless the "Old Navy" still continued its objections to "high science," by which, in fact, it meant the higher mathematics. The Board of Visitors of 1868 made an unavailing onslaught on analytical and descriptive geometry and the calculus; indeed, the last-named branch seems always to have been especially obnoxious. The last remonstrance of the "Old Navy" was from the Board of 1871, when the Vice-Admiral (Rowan) denounced the graduates as below the standard of efficiency as watch officers, and "not likely to improve" because "the system instead of utilizing the eager curiosity and superabundant vitality of boys on ship-board confines them to irksome studies and minute rules of conduct at an age when they are naturally incapable of appreciating its benefits," all of which led to the proposal that the youngsters should be sent to sea as midshipmen on cruising vessels for a year before entering the School.

When the Bureau of Navigation of the Navy Department was established in July, 1862, the Academy was placed under its supervision. In March, 1867, the Navy Department assumed direct care of the Academy, leaving the Bureau to conduct only the administrative routine and financial management. Two years later all official connection with the Bureau terminated; and this interruption continued for about twenty years, when, upon the placing of all the personnel of the Navy under the jurisdiction of the Bureau of Navigation, the Naval Academy was again returned to its control.

All of the various drills under Porter were brought to a higher degree of efficiency than ever before. In seamanship exercises the work was especially severe and

thorough. It became common at the June exhibitions for the midshipmen to march on board of the *Marion*, which lay at the wharf with all her sail bent, running rigging rove and topgallant and royal yards across, and strip her of everything down to her tops and stow and label all the gear within eighty minutes from the moment the word was given to begin.

Porter even essayed, and for the first time, to establish a generous rivalry between the Naval and Military Academies. The *Savannah*, *Macedonian*, and *Dale* during their summer cruise of 1868 proceeded up the Hudson River to West Point, and the midshipmen disembarked and drilled at infantry tactics side by side with the cadets. The tradition is that the midshipmen surpassed the cadets in executing the manual of arms, while the cadets (probably from having to look after only land legs and not sea ones as well) outdid the midshipmen in marching.

As might have been expected, the quarters at Annapolis, constructed originally to accommodate 180 students with a sufficient number of professors, proved at once entirely inadequate to meet the needs of the 566 midshipmen authorized by law, together with the largely augmented instruction corps. The fourth class was therefore necessarily placed on board the *Constitution*, which was moored to the Academy wharf, but the discomforts of school-ship existence were greatly lessened by the erection of a mess-hall and recitation-rooms on the wharf close beside the vessel. The last class to be quartered on the *Constitution* was that which entered in October, 1868. The ship, together with the *Santee* and other school vessels, was then under the immediate

command of Lieutenant-Commander George Dewey. Three years later the *Constitution* was removed from Annapolis, whither she should be returned and kept as a perpetual reminder of her gallant career.

Admiral Porter lost no time in enlarging the grounds and adding to the buildings. In 1866, the old official mansion of the governors of Maryland, together with the garden, was bought, and four acres of land came within the walls. The lower floor of the governor's house was reconstructed to receive the library, which was transferred to it from the room above the old mess-hall, and the upper floor was arranged for offices for the Superintendent.

In 1867, ten acres of land were bought from St. John's College between the college yard and the creek, and, in 1868, an outlying tract known as Strawberry Hill was purchased, a part of which was subsequently converted into the Naval Cemetery. During the same year the brick chapel at present in existence beside the Commandant's quarters was built, and the old chapel changed into a "gunnery room," and filled with models of ordnance of all kinds.

Finally, in 1869, a long brick building, five stories in height, and architecturally resembling an ugly factory, was erected to the westward of Maryland Avenue. This was called the "new quarters," to distinguish it from the old buildings on Stribling Row, and it has retained the name ever since. On the ground floor are offices, reception-rooms, recitation-rooms, and the mess-hall. The students' rooms are on the floors above, and the attic and basement have been used for various purposes. Each

THE "PLEBES" UNDERGOING SETTING UP DRILL.

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room has been occupied by two cadets, and the Regulations have always prescribed the furniture and fittings with much exactness. At times, this building has sufficed for the accommodation of all of the students; at others, when the battalion was large, a class was assigned to the old quarters.

During Admiral Porter's term the law which allowed the appointment of two students for every member and delegate in Congress, two for the District of Columbia, ten from among the sons of officers, and three yearly from the enlisted boys (the last number being subsequently increased to ten) was changed to limit the totals to one for every member or delegate, one for the District of Columbia, and ten appointed annually at large. For this reason the aggregate number of midshipmen on probation diminished, and had fallen to 286 when Porter relinquished charge. He left the standard of scholarship higher than it had ever been, the discipline far better, and through his constant advocacy of athletic sports he had brought the youngsters to such a state of bodily vigor that the proportion excused from drills for illness rarely exceeded two per cent.

The midshipmen who had been graduated at the end of the academic course were distributed throughout the regular squadrons. Their pay was increased to $800 per year, and their uniform went through various modifications. Under the law of July, 1862, they wore a blue coat with the usual buttons, but destitute of any badge of rank, and on the cap a silver plain anchor surrounded by a gold wreath. A year later, an embroidered star was put on their sleeves, and the anchor taken out of the

cap ornament. In 1867, the cap device became an eagle perched on a horizontal anchor, and the sleeves of the coat showed a gold cord surmounted by a star, to which were added empty shoulder-straps like those of a second lieutenant in the Army. This prevailed for a few weeks, and then a silver foul anchor was put on the straps. The corresponding full-dress uniform was a jacket with a gold cord around the standing collar. This garment, especially when worn tightly buttoned by men with long beards, provoked the risibilities of foreign navies. In 1869 there was another upheaval, and the full-dress coat was provided with the standing laced collar, bearing now a foul instead of a plain anchor. Sack coats, with a gold cord across the end of the collar, were allowed. In the same year, the gold cord shoulder-knot came in, and the cap ornament was changed to its present form—shield, eagle, and cross anchors, with a gold cord added. The midshipmen were also permitted when on boat duty to wear a short dirk; and that imposing weapon also, when dangling from men with big whiskers, added to the general gayety of all who saw it.

The uniform at the Naval Academy meanwhile underwent little alteration; the anchor in 1869 being taken off the full-dress jacket, but afterwards replaced.

The life of the midshipman in the fleet depended entirely upon the commander under whom he served. If that officer belonged to the old school, he was treated no differently from the old midshipmen, nor was any allowance made for his greatly increased attainments. In fact, there were certain martinets who took evident satisfaction in subjecting the graduates to whatever

humiliation attended upon their being ordered to do childish work.

The younger captains, on the contrary, sought to advance their midshipmen to positions wherein they could acquire the practical knowledge that would best supplement the Academy course. Engine-room watch became a dead letter. It was technically required of the graduates, but they ignored it, and no one enforced the regulation. The examination for promotion to ensign at the end of the year's service was merely perfunctory until 1869; after that, the classes were sent back yearly to the Academy once more to encounter the Academic Board.

Throughout Admiral Porter's administration officers of the line of the Navy, and most of them of the rank of lieutenant-commander, continued to constitute the large majority of the Academic staff.

Never had the discipline been better (hazing was unknown), never had the students been more diligent or imbued with a higher sense of personal honor and duty, and never had the Academy graduated larger or more intelligent classes; and all of this was due, and solely due, to Porter's wise and excellent government.

On December 1, 1869, his immediate connection with the Naval Academy terminated, although during the remainder of his life it was always the object of his unflagging interest and fostering care.

CHAPTER XIX

Wherein the Time-Honored Perversity of the Youngster Assumes the Form of Hazing the Newcomer, and the Majesty of the Law is Invoked to Stop it, with Results not Anticipated; and wherein, also, Various other Difficulties, Including the Negro Question, Agitate the Academy

COMMODORE JOHN L. WORDEN, captain of the *Monitor* in her famous fight with the *Merrimac*, succeeded Admiral Porter as Superintendent, and held the office until September 22, 1874. His policy was conservative, and there was little for him to do but to keep in vigor the impetus which Porter had given.

To the waning influence of the "Old Navy" is perhaps to be attributed the law of July 15, 1870, which, in some of its provisions, was about the most discouraging piece of legislation which had yet been inflicted on the junior officers. It changed the status of the students from that of midshipmen—which involved a definite rank and position in the Navy—to that of "cadet midshipmen," which was an anomaly, and left it questionable whether the incumbent was an officer or not, and indeed whether he was in the Navy at all. Not until he had passed the graduating examination at the Academy could

he receive an appointment as a midshipman, nor could he afterwards advance to the grade of ensign until a vacancy in the grade occurred.

Certainly the conditions were bad enough in the old days before the School was established; but then a midshipman's warrant came at the end of only six months' probation, while, furthermore, a passed midshipman was eligible to the grade of lieutenant whenever a vacancy might present itself. Now a boy entering the Academy at, say, seventeen years of age might serve four years as a cadet midshipman, then, as some did, after three years at sea subsequent to graduation, and at the age of twenty-four, rise to the exalted place of midshipman, there to wait for another indefinite time for some one on the ensign's list to die, resign, or be promoted; and even, after that, he would still be two steps in rank distant from a lieutenancy.

To add to the confusion, the classes, commencing with the one which was graduated in 1869, began to return to Annapolis piecemeal, and at various times for examination. It took eighteen months and four "Boards," each composed of different officers, to deal with the 1869 class, and three Boards to examine the class of 1870. Despite the plain provisions of the law that the arrangement of the individuals, which should determine their final relative standing in the service, should be by merit, as determined by the graduating examination at the Academy, the Navy Department proceeded to rearrange them on the basis of this last examination. The class of 1871 was thus shuffled anew, and after three years' delay the result was chaotic. The individuals of

a given class had been to different stations and served in different ships, and hence had had the widest variations in experience; while the numerous Boards, differing in their constituents, followed no fixed standards in determining merit. The protests were vigorous, but for the time unavailing. And it was not until March, 1873, that the probationary period for cadet midshipmen was fixed by law at six years, four to be spent at the Academy and two at sea, which at least had the advantage of putting a limit to the last-named interval. This change took effect with the class which entered in the following summer.

In 1871 a new attempt was made to provide for the instruction of engineers. From some fifty or sixty candidates who presented themselves for competitive examination, sixteen were selected and admitted to the Academy as "cadet engineers." The number of cadet engineers was then limited by law to fifty, and the course of study comprised two academic years. By Act of Congress of February 24, 1874, the course of instruction was increased to four years instead of two, and the number of appointments of cadet engineers was limited to twenty-five annually; so that from 1874 onward regular classes of cadet engineers yearly entered the Academy.

Their summer cruises were made on small steamers provided for that express purpose, which made the round of the navy yards and various industrial establishments to enable the students to examine machinery and witness the processes of manufacture. The first cruise of this kind was made in 1872 on the *Tallapoosa*.

The reputation of the Naval Academy had now greatly

ON THE PRACTICE CRUISE—"ALOFT, TOPMEN!"

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increased. The more progressive representatives of the "Old Navy" recognized fully the value of its training.

"The great advantage which we derive from our Naval Academy," said Commodore C. R. P. Rodgers before a representative British naval gathering, "is that our midshipmen while at plastic age, between fifteen and twenty, have been taught how to study; and have acquired a habit of analysis and investigation which serves them well in after-life. Should they have ambition they may go on with a degree of intelligence and with a success from which the men of my time have been debarred by the imperfection of their early training. . . . After all, the great object is not so much to make midshipmen or young lieutenants, but to make officers to command the ships of our Navy, and to make the Navy strong and able for the work all navies must do henceforward."

In further testimony of the value of the Naval Academy education, Japan, for the first time endeavoring to establish a modern navy, asked to be allowed to send young men to the School in order that they might be fitted to organize her new fleet. In July, 1868, Congress by joint resolution acceded, and Cadet Midshipman Zun Zou Matsmulla, entered in 1869, was graduated in due course, and became a vice-admiral (now retired) in the Imperial Japanese navy. Mr. Koroku Katsu, graduated in 1877, died a commander. Mr. Jiro Kunitono, of the same class, is a retired captain. Messrs. Yoshitomo Inouye, Revichi Serata, '81, and Sotokichi Uriu, '81, are captains in active service, the first being *aide-de-camp* to the Emperor; Mr. Sadanori Youchi is a rear-admiral (engineer) and Superintendent of the Japanese Engineer College, and Messrs. Kage Kazu Nire, '91, and Motohiko Takasaki are lieutenants. Of the fifteen Japanese

students admitted to the Naval Academy, six were graduated in due course, one is now an undergraduate, and the rest were withdrawn by their Government. Of the total, nine entered the Japanese navy.

A new trouble now developed itself among the students, and for a considerable period overshadowed other questions affecting the welfare of the institution. It may fairly be spoken of as a new trouble, because, as has already been pointed out, the practice of "hazing" the incoming students either by the class which had completed its first year at the Academy or by others had never been a fixed custom of the School; although probably in every college there has existed since time immemorial a sort of traditional rivalry between the freshman and sophomore classes which finds vent in practical joking.

In the fall of 1871, however, it appears that several members of the entering class were roughly handled. Complaints poured in on the Navy Department, which at once initiated repressive measures. Five of the students were expelled immediately, and six more a month afterwards. The effect seemed to be to create a curious spirit of antagonism. The boys who complained of ill treatment on entering were the worst of hazers themselves a year later. They betrayed their parents and friends into the most illogical positions. At one time, the fond father, always piloted by a sympathetic congressman, would be besieging the Navy Department with complaints of the dreadful treatment to which his "child had been subjected by the young brutes in Government uniform"; and, within a few months, even before

the matter, in due course of red tape, could be officially digested, he would be there again with a new set of recriminations because his boy had been " barbarously disciplined " for indulging in a " little harmless fun with the newcomers."

As a consequence, the real hazing took place at Washington, and the victims were the officials in the Navy Department; and, of course, the sympathetic congressmen whose lives were made wretched by the incessant flow of inconsistent complaints. The legislators finally turned on their persecutors, and in June, 1874, enacted the so-called " hazing law," which made every form of hazing, however trivial or absurd, a court-martial offence. It specifically provided for a drum-head court of three commissioned officers to investigate and report, rendered their recommendation of dismissal final, on the mere approval of the Superintendent of the Naval Academy, and declared that a student thus dismissed should be forever ineligible to reappointment. Thus the individual hazer was to be extirpated under the form of a court procedure; a doom which could not be averted by appeals to Washington, because the Superintendent was made the executioner, and he could only follow the finding. Influence exerted in favor of reinstatement would therefore be of no avail in face of the plain prohibition of the law. The measure was no doubt precipitated by a hazing outbreak in May, 1874, which resulted in the entire third class being deprived of its summer vacation, and the ringleaders dismissed.

That the " hazing law " served its purpose in stopping the harrying of the Navy Department and Congress is

perhaps true. That to it only is to be ascribed the practical disappearance of hazing from the Naval Academy during recent years is probably far from true. That it did more harm than it did good is undeniable.

The offence was one with which the Secretary of the Navy had ample authority to deal. The enactment of the law simply showed that, at the time, he was either unwilling or unable to enforce that authority against a lot of mischievous boys. If unwilling, there was no need to go far afield for the reason,— it resounded in the crack of the political lash. If unable, it was a melancholy confession of weakness and incapacity.

The deleterious effects of the law were manifold. It gave to the hazing practice a serious import it had never before possessed. It excited a dare-devil spirit which converted infractions of it into acts of personal heroism in the boyish imagination. For a considerable period, it made summary courts-martial the order of the day, and recalcitrant youngsters, who a dozen years earlier would have expiated their offences by confinement on bread and water in the guard-room, now devoted hours to portentous discussions with "counsel" selected from the bar of the whole land in the preparation of their "defence."

Worse than all, it tended to destroy the honor system which Porter had established; for espionage was resumed in order to discover infractions of the law. It virtually required the student to testify against himself and his comrades through fear and duress. This aroused in him a wayward ingenuity in devising means of prevarication and avoidance. If, to save a friend from peremptory

ON THE PRACTICE CRUISE—THE BOATSWAIN'S MATES (CADETS) CALLING "ALL HANDS UP ANCHOR!"

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dismissal, a lie was necessary, that lie was told; and none knew the fact better than the court that heard it.

Not that the youngsters deliberately chose a dishonorable course. On the contrary, from their point of view, they regarded their action as the most honorable possible. The victims of hazing would as readily deny its existence as the perpetrators themselves. It was only when the matter was dealt with in the end, as it should have been in the beginning, by the exercise of common sense and firmness, and by showing to the boys—who were always intelligent, else they would not have been in their places—the absurdity and unfairness of the practice, and the moral harm that it was inflicting upon themselves, that it was first shorn of its dangerous features and then reduced to such infrequency and harmlessness as practically to cease. But it took a long time to do this, and the period of accomplishment was still over a score of years ahead of the days which are now under review.

During Commodore Worden's administration another difficulty arose which the Navy, with the experience of West Point before it, had long anticipated, and now confronted with grave apprehension. The threat to send negroes to the Academy had often been made, but never fulfilled. Certain representatives in Congress now deemed the time ripe for forcing the issues involved, and in September, 1872, a young man of African descent was appointed and duly qualified.

He had been employed as a messenger in the office of the Secretary of State of the State of South Carolina, was nominated by a congressman of his own race from that State, and is said to have been educated at the

Avery Normal Institute. After a year at the Academy, he was found deficient in mathematics and French, and resigned in November, 1873. The appointment excited a great deal of popular interest. That section of the community which has always regarded national schools as hotbeds of aristocrats awaited in pleasurable expectation some sort of revolt from the Naval Academy which they could make the pretext for demagogic attacks. Those who were deeply interested in the rapid habilitation of the colored man in all the rights of a citizen looked upon the act with favor as a step in advance, although the more judicious were inclined to the opinion that it was by no means a timely one.

Throughout the Navy there was considerable consternation. It was realized that the problem thus suddenly precipitated was one of great gravity. All race and political questions aside, the issue was presented of whether or not a negro could take his place in the hierarchy of a warship and secure not only the necessary recognition from his immediate associates, but be able to maintain the discipline and enforce the respect incident thereto from the crew.

The conditions which would surround a negro naval officer are widely different from those which bear upon his brother in the Army. Men are thrown into far closer companionship in the restricted quarters of the ward-room of a man-of-war than they are in any army post, and there are certain unwritten laws and customs of the naval service which may make life therein unbearable to any one who, for any reason, may be regarded as personally objectionable. Naval regulations may compel undesirable

companionships, just as they may attempt to enforce proper deference and subordination from inferiors in rank and station, but they cannot insure that due respect and cheerful obedience without which it is impossible to maintain the intricate discipline of a man-of-war.

The officers and students at the Naval Academy in 1872 were, however, directly concerned with a practical question. They wisely adopted the policy of non-interference. The newcomer was neither coddled nor oppressed, but was given a perfectly fair opportunity to demonstrate his own capacities; and he failed for precisely the same reason that some of his white comrades failed,— for not coming up to the requisite academic standard in two important branches of study.

Another somewhat picturesque individual — a New York newsboy who had been put in the Academy at about the same time and by people influenced by not wholly dissimilar motives — simultaneously ended his career, for like reasons. It is unfortunate that the colored cadet was made the victim of one or two indefensible personal attacks. But one of them was instigated by a Southern cadet of violent race prejudice, who was immediately dismissed for his part in it; and the other, which occurred after the colored cadet had failed, was, singularly enough, made by the New York newsboy and some individuals whose connection with the Naval Academy had already terminated.

In the following year, 1873, a second colored cadet was appointed from South Carolina, and he was found deficient and resigned in about six months. The experiment was tried for the third and last time in 1874, and

in this instance the individual was dismissed, in less than two months after his arrival, for incorrigibly bad behavior. This sums up the history of the colored race in the Naval Academy.

To Worden, as to the old ante-bellum Superintendents, the Academy was his ship and the students were his midshipmen. For good behavior, as when they gallantly fought the fire which broke out in the engineering building, he would compliment the youngsters in the warmest language; but for delinquencies he would berate the battalion very much in the same terms as those which the old-time captain used to visit upon the luckless midshipman of the gig who lost a man by desertion. He stoutly maintained the right of the first class to use tobacco, even when the only officer of full captain's rank who ever commanded a practice ship (Jeffers) complained that his sense of military propriety was outraged because the main-deck of the *Constellation* "presented to the casual visitor the appearance of a lager-beer saloon." But, if a junior student ventured to indulge, he had a way of sending for him and giving him a severe lecture, especially on the enormity of the habit of chewing tobacco, during the progress of which discourse and at frequent intervals he would help himself to large pieces of navy plug.

He did not see why the elder midshipmen should not smoke; he did see why they should not climb his fruit trees and pilfer his pears; and when he caught them, the gusty vigor of his remarks made the guard-house, whither they were instantly consigned, a truly welcome shelter. He rather favored little ceremonial observances.

IN STUDY HOURS — HARD AT WORK.

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The practice of the " star " members of the graduating class (men who achieved 85 per cent. of the maximum for studies) taking their places, without belts or swords, in front of the battalion during the presentation of diplomas began in his time.

He was proud of the appearance of his boys when they made their first public parade in a great national procession—for the battalion went to Washington to attend the second inauguration of President Grant; and his wrath was great when nearly half the paraders betook themselves, on the following day, to the sick-list with severe coughs and colds, because somebody had failed to make provision either for their comfort or protection during the bitterly inclement weather.

Worden was not an innovator, and as he was essentially of the " Old Navy," no doubt he would have been entirely at a loss if anybody had suggested that he should embark upon any radical reforms. The hazing troubles did not get serious until nearly the end of his term, so that he was not called upon to administer the new hazing law. Very little change was made by him either in the buildings or the grounds, saving that the territory known as Lockwoodville, in the rear of the cadets' new quarters, aggregating about four acres, was purchased.

It was in 1873, during the administration of Commodore Worden, that the yacht *America* was taken away, against his protest, from the Naval Academy, to which institution she belonged, and sold by George M. Robeson, then Secretary of the Navy.

After her famous victory whereby she won the Queen's Cup at the international yacht race of 1851, she passed

into British ownership, and her name was changed to *Camilla*. In 1861 she appears to have been purchased by the Confederate Government for the sum of sixty thousand dollars, for use as a blockade runner; and, as was generally believed, for the specific purpose of carrying Messrs. Mason and Slidell, the Confederate diplomatic agents, to England. She was then named the *Memphis*.

In the spring of 1862 she was captured, after being scuttled, near the mouth of the St. John's River, Florida, by Lieutenant Thomas H. Stevens, commanding the U. S. gunboat *Ottawa*. After being raised and repaired, she was used for a brief period as a despatch boat for the blockading squadron off Charleston; and then she was brought before a prize court at New York, condemned, and bought in by the Government for seven hundred dollars. It was then stated that her captors relinquished their claims to prize money in her with the distinct understanding that she should be presented to the Naval Academy and there remain permanently as a practice ship for the midshipmen. She was so presented, and so used for many years. In 1870 she again came into public notice through taking part in the international races in New York harbor against the English yacht *Cambria*. On June 20, 1873, she was sold, with her complete outfit, to one John Cassels, it is said for the sum of five thousand dollars, which is reputed to have been less than the value of the lead in her hull, and about one quarter of the amount which had been spent upon her for repairs alone while in the naval service. Subsequently, she came into the possession of General Benjamin F. Butler, in whose family she still remains.

It is a singular fact that no record can to-day be found on file in the Navy Department which adds to the foregoing information, or which shows any color of authority or law for the sale of the *America* by the Secretary of the Navy. In the opinion of many, she is still legally the property of the Naval Academy, and should be reclaimed by the Government.

AN INTERRUPTED FESTIVITY.
CAUGHT "VISITING IN STUDY HOURS."
From the author's "Shakings," 1867.

CHAPTER XX

Wherein we Reach a Period of Naval Decadence which Affected the Naval Academy as well as every other Part of the Navy, and Note how it Militated against the Efforts of Men of Great Ability and Discernment

REAR-ADMIRAL CHRISTOPHER RAYMOND PERRY RODGERS, the Commandant of Midshipmen in the eventful days of 1861, relieved Commodore Worden as Superintendent on September 22, 1874. He was a man of the highest professional attainments and of commanding personality, and the first officer to assume charge of the Naval Academy who had ever before served therein in a subordinate capacity. The lover of coincidences may find some food for thought in recognizing the names of Commander Winfield Scott Schley and Commander William Thomas Sampson as heads respectively of the departments of modern languages and of physics and chemistry; Commander Sampson replacing Professor Lockwood, who now, full of years and honors, at last reluctantly retired from the service of the School for which he had labored so long and so well.

Admiral Rodgers's policy was manifest. His ideals were of the loftiest. He believed that the youngsters were capable of higher attainments than had yet been reached,

and he proposed now to continue their evolution onward and upward from the point to which Porter had carried it.

But the times were against him. The long period of decadence which reduced the naval force of the country to a condition little short of contemptible was rapidly setting in. Ships were becoming antiquated, and their armament obsolete, and even such few vessels as were added to the Navy were far below the standards of power established by foreign nations.

To the student at the School, looking forward to a professional career, the prospect was most uninviting. It was already possible for him to foresee the long stagnation in promotion in the lower grades which afterwards occurred. He was being taught that the vessels on which he was to serve were unfit for fighting purposes, and, when he joined one of them, he found himself placed over a heterogeneous mob of men of different countries; the native element among the crew not being sufficient to indicate the nationality of the ship. And the Naval Academy was a part of the Navy, affected by the same influences which were working for further deterioration. In a certain sense, nothing could have been more fortunate than that at the outset of such an era it should have been commanded by a man with ideals as high as those which Rodgers cherished. It was inevitable that he should not realize them in their fulness, inevitable that some measure of disappointment should be in store for him; but despite this and despite the demoralizing effect of the hazing law working directly against his aims, the Academy improved during his stewardship.

A comparison of the scholastic curriculum as existing

in 1875 with that of ten years earlier reveals marked advancement in standards. The mathematical examination in the second class included the differential and integral calculus, and the youngster of fifteen was ordered to discuss, among a host of other subjects, the mediæval theory of church and empire, ecclesiastical reform under Henry VIII., "impassioned prose," and Cardan's rule for the solution of cubic equations.

The student then, as now, was obliged to attain a minimum efficiency of 62½ per cent. in his entire course, in default of which he was liable to be found deficient and sent home; or at best turned back to the next following class for a second trial a year later, with the practical certainty of terminating his naval career if he then failed.

It was not long before Admiral Rodgers pointed out the large percentage of failures then obtaining (more than 50 per cent. of the students who entered not being graduated), and recommended that new appointees be given a year to qualify themselves before actual admission to the Academy. This was reinforced, though unavailingly, by the further fact that the statistics of the entrance examinations for the last six years (1870–1875) showed that about 30 per cent. of all candidates had been rejected for deficiency in arithmetic and elementary English studies.

Admiral Rodgers's tendency toward higher culture of the individual is perhaps sufficiently shown by the establishment of elective courses in advanced branches; a plan which astonished the "Old Navy," to whom the idea of a midshipman ever doing any more work than he was made to do, was unthinkable—and which was ultimately

AT RECITATION.

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abandoned. He enforced the new hazing law stringently. Courts-martial were kept busy. The friends of the inculpated cadets employed eminent lawyers in their defence. Cadet witnesses refused to testify, and combinations were made to suppress evidence. Dismissals were followed by the usual setting in motion of political influence for reinstatement, and thus the old question of both the right and the expediency of direct interference by the Secretary of the Navy with the acts of the Academy authorities became raised anew.

The law already provided that cadet midshipmen found deficient at any examination should not be continued in the Academy nor in the service unless on the recommendation of the Academic Board. Another issue was now presented which involved the right of the Board to recommend a cadet for removal for failure in conduct. For flagrant misbehavior by certain cadets the Board advised their immediate dismissal. The Secretary of the Navy declared that the dereliction amounted to a crime, and doubted his power to punish except by sentence of a court. Admiral Rodgers at once declared that a "turning-point in the success of this great national establishment has been reached"; that "the Secretaries of the Navy since the foundation of the School have not been wrong in withdrawing, from unworthy cadets, the privilege which the Government has given them of proving their mental and moral fitness to become officers of the Navy"; and submitted the conclusion that the misdeed in the present instance demonstrated the unfitness of the participants, and justified the Secretary in the withdrawal of the privileges bestowed on them.

The Academic Board took a similar position, and with even greater emphasis asserted that the Secretary had no power to continue midshipmen at the Academy after it had found them deficient, and that it had found the offending students deficient in conduct, and recommended accordingly.

The immediate result was inconclusive. A year later the Secretary surrendered, and announced that the Department would not interfere with the Academic Board except in extraordinary cases, and hoped that differences would be avoided and the regulations enforced with the necessary strictness, " of which the Superintendent and Academic Board will be regarded as more competent than the Department to decide."

To distinguish all of the factors which militated against the attainment of Admiral Rodgers's ideals would be difficult. His critics say that he aimed at converting a congress of boys, as fully representative of all parts of the country and all sorts of people in it as the legislators who nominated them, into a galaxy of Sidneys and Bayards; which is obviously exaggerated. The verdict of some of the students of that time is that they were regulated too much, and that Rodgers fell into the error, so common in the " Old Navy," of inventing punishments to fit crimes which rather impaired matters than improved them.

One cannot read the " misdemeanor book " of 1877 without perceiving some color of truth in the last allegation. It gives a list of not only every possible infraction of regulations, but of all the various pranks which a youngster can commit, for each one of which the infliction

PRACTICAL WORK IN NAVIGATION—"TAKING THE SUN."

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of a definite number of demerits is prescribed. Here are some excerpts:

	Demerits.
Bed, pouring water in another cadet's	2
Buttons, pinned on	1
Chair, chalking (for the benefit of the sitter)	2
Gas fixtures, blowing in (the ancient deviltry of the old-sters of the '50's)	2
Looking-glass, casting reflections with	2
Pockets in trousers	1

The intimate acquaintance revealed by this valuable compendium with the details of the various perversities peculiar to the midshipman suggests that the compilers of it were reminiscent, if not autobiographical. The world had grown wiser, however, since they wore the jacket and anchors. The somewhat unexpected effect of their effort was that the latter-day youngster thought that he had only to make up his mind as to what he wanted to do, look in the misdemeanor book and see what it would cost, and then, in view of all the provocatory circumstances, determine whether it would pay to do it.

A typical instance when the punishment was devised to " fit the crime " occurred on a certain Washington's Birthday, when, for some arbitrary reason, as the cadets considered, their time-honored privilege of visiting the town was revoked. This they resented by flaunting from an upper window of the " new quarters " a huge white flag bearing the legend " The Sun of Liberty has Set."

There was at once an investigation, which resulted in the arraignment of five woe-begone culprits. A few days on the *Santee*, or a reasonable modicum of demerits, the usual and specified punishments in the circumstances,

would seem to meet all the exigencies of the situation. But the following sentence was imposed: 1. That the flag should be fastened on a long pole and carried by the smallest offender. 2. That all the others, wearing cutlass-belts and scabbards, but without cutlasses, should form a color-guard. 3. That the squad should march around the grounds displaying the said flag every Saturday during the remainder of the school year. This was scrupulously carried out, but whether it was calculated to dignify punishments in general in the eyes of the average boy of eighteen is a question which I prefer to leave to the reader.

Whether it was the unusual difficulty of the studies, or the large proportion of students found deficient, or the hazing troubles which cast a rather gloomy shadow on the Academy songs and verses of the period, I shall not undertake to inquire; but the scrap-books of the time abound in mournful, though none the less comical, ditties, of which the following is a specimen:

"If you 're waking call me early, call me early, watchman dear,
For I must bone the Gunnery, the book that costs so dear;
It is the dearest book, watchman, I e'er expect to see,
For Armstrong guns on pages score are much too rich for me.

"To-night I saw the sun set; he set and left behind
His mass and dip and parallax, which I have got to grind,
And the moon, the lovely moon, watchman, meant nothing more to me
Than longitude and tides, watchman, and likewise apogee.

"Then wake and call me early—quite early, watchman dear,
For I must bone astronomy, with all its kinds of year;
I 'm turning in at once, watchman, to rise at break of day,
But alas! I'll bilge for all that, when the roses come in May."

The prospects of promotion before the graduates of the School were now growing steadily worse. As the law stood, the final graduating examination of the cadet midshipmen, held at the Naval Academy as each class returned from its two years' sea service, simply resulted in giving them midshipmen's appointments, and then they had to await vacancies before they could be advanced to the grade of ensign. Their pay, however, in 1877, was fixed at $950 per annum for service other than in practice ships, and they were permitted to wear the uniform of midshipmen without the gold sleeve cord. Thus the unfortunate cadet midshipman, regardless of his years and his attainments and his diploma, found himself performing the same little round of duties and entrusted with no more responsibility than was his grandfather (if he came of a navy family) at the age of twelve. He lived in the steerage and shared the tin wash-basin with half a dozen others, some of them men with wives and offspring, jammed his clothes into a pigeon-hole locker, meekly stood watch on the forecastle, alternated with the messenger boys in exercising his highly educated legs to carry messages, and occasionally got up at 5 A.M. to take the stewards ashore in the market boat. The only apparent relief that was granted was that favorite congressional measure of the past, — a limitation in the number of presidential appointments, which did not interfere with patronage in " the district," and hence was to be preferred to any other retrenchment.

Hitherto these appointments had been ten annually. By Act of July 17, 1878, it was provided that there shall not be in the Academy at any time more than ten

students appointed at large. As this made it necessary for the number already at the School to become reduced to ten, the President's prerogative, slender at best, was suspended for about two years. But the net diminution in the members of the entering classes was not great.

Rear-Admiral Rodgers relinquished the post of Superintendent in July, 1878, and was succeeded by Commodore Foxhall A. Parker, an officer of achieved reputation through his researches in naval history, and who, in fact, saw in the Naval Academy a congenial retreat where he could prosecute his studies while carrying on duty. He revived practical seamanship, — sent all hands to sea, on Saturday afternoons, in the *Dale*, and resumed the ancient habit of stripping and re-rigging that much dissected ship,—as if old-fashioned sailing vessels had any real part in the world's navies even of twenty years ago. This was no fault of his. All that Congress or the Navy Department would give to the Academy for practice purposes during the school term were such craft as the *Dale*, forty years behind the times, or the monitor *Nantucket*, which was a relic of the Civil War. Parker did the best he could with both of them—and really it was something of an innovation to get up the rusty anchor of the *Nantucket*, and set her firing her huge old soda-water-bottle smooth bores at a target in Chesapeake Bay.

The youngsters of Parker's time say that only one event characterized his reign — and that was a big fire in Annapolis, whereto the entire battalion repaired, with all the extinguishing apparatus of the institution, and behaved itself so gallantly that the Superintendent, by way of reward, restored to the students the privilege of

ARTILLERY DRILL.

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smoking, which Admiral Rodgers had abolished under the advice of a Board of Surgeons. This privilege lasted until Admiral Rodgers came back again, as Superintendent, in 1881, and then, in his first general order, he revoked it.

Commodore Parker died during the graduation exercises of June, 1879, and Rear-Admiral George B. Balch, who held the office of Superintendent until June, 1881, succeeded him. The period was chiefly marked by the increase in difficulty of the academic course — as indicated by the large number of elective studies which were permitted. The fourth class was allowed to proceed through algebra, the theory of equations and curve-tracing, and the third-class man who had displayed especial ability in mathematics might take up the differential and integral calculus, with applications to trigonometry and to geometry of two dimensions. There were also elective courses in advanced physics, analytical mechanics, Spanish, and theoretical naval architecture. Those who took the elective studies were required to maintain at least the regulation standard of excellence in all branches — and a fraction was added to the marking, which was sufficient to give the cadets who assumed this additional burden, a somewhat higher class rank as a reward for their industry.

To the men who had been educated in "high science" under Porter fifteen years before, their course seemed of kindergarten simplicity compared with the knowledge which the youngster of Balch's time was asked to acquire. They indicated their disapproval in various ways : as by sending the erudite graduate to the market boats and by

evolving scrap-book verses of a sarcastic nature, like the following:

"Now we 've had quite enough of the antique ideas
Of those chaps who are nothing but sailors;
They were well in their way, but this is the day
Of Science, Æsthetics, and Tailors.

"Scarce one of all those who with Farragut fought,
Or with Porter stood fire stout-hearted,
Is versed in Keramics or Thermo-dynamics,
So the day of their use has departed."

Up to this time, the graduates of the Naval Academy had been either line officers or engineers. Now (1881) one of them, Cadet Engineer Francis T. Bowles, who had entered the Academy in 1875, essayed to take advantage of the law which provided that those who had been graduated with distinction in the mechanical department might be immediately appointed assistant naval constructors. The corps of naval constructors was then of less importance than at present, for the era of steel ships had not set in, and the duties of the constructors were mainly in the direction of the "repairs" to the existing wooden vessels. The old naval constructors were not favorable to the introduction into their body of such a new and disturbing element as graduates of the Naval Academy — and probably foresaw that eventually the latter would monopolize the corps, as they since have done. Consequently no one at the time of Bowles's application had ever secured an appointment under the law.

His request, preferred prior to graduation, for an elective course in naval architecture, was refused by Superintendent Parker, who also disapproved a second appeal (made,

after obtaining his diploma, directly to the Secretary of the Navy), to be sent to the Royal Naval College at Greenwich, England, in order that he might secure the advantages of instruction in ship-building which that institution offered. Nevertheless, Secretary Thompson, under the advice of Senators Edmunds of Vermont and Dawes of Massachusetts, granted the desired permission, not only to Bowles, but to " any friend whom he might select and who was eligible "; and, in that way, Cadet Engineer Richard Gatewood, of the same class at the Naval Academy, came to join him.

The two young officers were nominally attached to the flagship *Trenton*, and were given indefinite leave of absence from their vessel. The Navy Department did not pay for their tuition, nor any of their expenses, nor bestow on them the slightest attention. The Treasury, on their return, essayed to mulct them the difference between their sea pay and the rate of pay allowed to officers on leave; but, ultimately, legislation was secured which reimbursed them for travelling and tuition expenses and cost of books. At the end of two years, despite the opposition of the older officers of the corps, they were appointed assistant naval constructors. Since then, the Navy Department has selected two or more graduates of the Academy, usually those of highest standing in the graduating class, to study abroad yearly; save for a brief period, which will hereafter be noted, when an abortive attempt was made to establish a post-graduate course in naval construction at Annapolis. The result has been highly beneficial to the Navy, and the naval construction corps, now wholly recruited from the leading graduates,

is a body of skilled officers of which the country may well be proud. For that state of affairs, the credit, in the first instance, is not due to the Navy Department, but to Naval Constructor Francis T. Bowles, and the far-seeing men who supported his endeavors.

The cadets went to Washington on the occasion of the unveiling of the Farragut Monument, and also of the inauguration of President Garfield, and the President returned the visit in person in the following June. It was the first time that a President of the United States had ever addressed the students at the Naval Academy. Mr. Garfield's words were characteristically genial, except for a singular undertone of sadness as he compared the future of the boys before him with what he assumed to be his own definitely run course:

> "All of us on this stand," he said, "have our characters set. There is no curiosity about our future; even the angels would hardly look down on us from above. Before you the future opens out; the very gods if we lived in mythological times would gaze on you with interest—for you have so much yet to shape and to build."

It is said to have been his last public speech before the assassin's bullet struck him down.

Rear-Admiral Rodgers returned to the Superintendency in June, 1881, to encounter a fresh outbreak of troublesome hazing. This was remarkable, since under Parker and Balch the practice had involved little more than pranks which were ludicrous. There are traditions of a menagerie which continued for some time, wherein the plebes were required to personate gorillas and various other animals in order graphically to illustrate the often

ARTILLERY DRILL—THE FIRING LINE—"FIRE!"

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witty verses wherein the characteristics of each rare beast were described by the showman, and which seems indeed to have created as much fun for the " victims " as for the persecutor; of astonishing enforced debates on unusual subjects, in which the earnestness of the debaters was kept alive by the zeal of their audience; and of the drills of the "plebemores," in the airiest of costumes, wherein brooms and bucket covers were used to illustrate the manual of arms.

But something of the old roughness now showed itself —and among the students of a class which had not had the advantage of Admiral Rodgers's rule during his former incumbency. When forty-eight of its members were consigned in a body to imprisonment on the *Santee*, it got a slight taste of the quality of that officer's discipline, and, in addition, when a court-martial appeared ready to begin its grim deliberations, the entire battalion — excepting the first class, which, by custom, never took part in hazing —hastened to offer a pledge never to transgress again.

During the interval between his relinquishment and resumption of the Superintendency, Admiral Rodgers had been in active command of the Pacific Squadron. He had therefore had direct experience in the effects of the evils attendant on the stagnation in promotion of the midshipmen, and he returned to the Academy more deeply convinced than ever that the situation demanded immediate relief. So far the only concession had been permission to cadet midshipmen after graduation to wear a sleeve stripe one eighth inch wide, and midshipmen one double that width, which could scarcely be called amelioration. More than two hundred midshipmen who had

completed the academic course now awaited advancement to the grade of ensign. Before the graduates of 1881 was the prospect of eight years of delay at the least. The average age of the lowest ten of these young officers was twenty-two years. Admiral Rodgers renewed his recommendations of four years earlier with even greater emphasis.

At last Congress was aroused. On August 5, 1882, an act was passed which, among other endeavors, essayed to meet two problems at once — the first being to check the increasing superfluity of young officers, and the second, to quiet the perennial dispute between the line officers and the engineers.

The experiment of graduating cadet engineers from the Naval Academy had failed to abate the acerbity of a conflict which had already lasted a quarter of a century, which still found its battle-ground in every ward-room of the Navy and which was impairing the efficiency of the two most important branches of its personnel. So long as the higher grades of the engineer officers were filled by men who had entered from the engineering profession without previous naval training, it was plain that no compromise or adjustment of the difficulty was in sight. The cadet engineers in the Academy always being segregated as such, adhered to their own corps, and, on graduation, advocated its contentions with youthful ardor. The new law essayed to strike at the root of the trouble by abolishing the distinction at the outset between line officers and engineers during the academic probationary period — and, like most radical measures, went in some respects too far.

A name for the undergraduates which would describe all, whether following the purely nautical or the engineering course, was thought desirable. To supply it the titles of "cadet midshipmen" and "cadet engineers" were abolished and the students were all termed alike "naval cadets," which name they now have. It is an obvious misnomer. "Cadet" is not, and never has been, a navy title, but purely an army one in this country. In the English navy, the naval cadet has been in existence for many years; but he is a little boy, aged about thirteen, undergoing preparation in a training-ship for the grade of midshipman. To fasten the name upon the young officers of our navy during the last two years of their course spent at sea has been simply to put them in a false position before other navies, where the name of the grade is accepted as defining its status by the English standard.

The act aimed to reduce the overplus of officers by means of heroic surgery. It provided that no greater number of appointments into the lower commissioned grades of the line, the engineer corps and the marine corps, should be made in a given year than should be necessary to fill the vacancies in those grades which had occurred during the year preceding. This, incidentally, was the first enactment providing that the officers of the marine corps should be graduates of the Naval Academy. It was further ordered that the graduates should be appointed in the order of merit, as determined by the Academic Board after examination at the conclusion of their six-years course, and that, in any event, the number of appointments should in no case be less than ten each year. Then the knife cut in deep. If, in any year, said the

law, there should appear a surplus of graduates, beyond ten or beyond such as were required to fill the vacancies, the naval career of these surplus men should stop — and in lieu thereof, and as solace, they should be given a certificate of graduation, an honorable discharge, and one year's sea pay, as previously provided for cadet midshipmen — about $950. Any cadet who became entitled to remain in the service could have an honorable discharge at his own request.

The new measure took its first effect *ex post facto*, and, with legality since questioned, upon the class which had already been graduated in 1881, and which was then distributed among the various squadrons, performing its final two years' service. Upon the return of its sixty-three members for examination to Annapolis, they found but twenty-two vacancies open, and forty-one graduates, for no fault or failure of their own, were unceremoniously, though honorably, discharged. They had, it is true, been educated for six years, but they regarded that advantage as outweighed by the hardship of being compelled to start life anew. The country then lost the services of some of the ablest men the Naval Academy has graduated.

Through the neglect of the Navy in the past the ships had now become reduced both in force and in efficiency. The next step was to cut down the list of officers to suit the diminished needs of the vanishing fleet. In every grade of the line, the numbers, as allowed by law, were decreased, and promotions stopped until the aggregate should fall below the newly fixed totals. In the engineer corps, a gradual reduction was effected by commissioning

BOAT DRILL UNDER SAIL — PRACTISING EVOLUTIONS IN NAVAL TACTICS.

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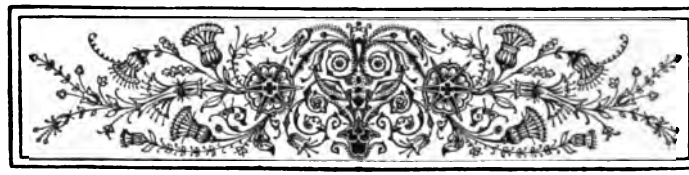
one officer for every two vacancies occurring. But there was no diminution in appointments to the Naval Academy. These involved patronage which belonged to members of Congress, and they clung to it with a grip which knew no weakening.

In 1883, when 41 graduates were discharged, the entering class, numbering 121, was one of the largest that had been admitted for several years. In 1885, when 24 graduates were dropped out, 86 undergraduates were put in — and so on continuously. Admiral Rodgers had recommended that either the number of cadet appointments be largely decreased, or that the examination for admission to the second class be rendered competitive, and the selection of cadets to be retained in the Navy be made then, after they had been in the Academy for two years, which would be sufficient time to demonstrate their aptitude. Congress rejected this excellent counsel. It preferred to stop the flow of promotion in all grades and eject the men whom the country had already educated.

A GRAVE INFRACTION.
(See page 303.)



CHAPTER XXI

Wherein the Academy Undergoes Many and Radical Changes at the Hands of Captain Ramsay—and Incidentally thereto a Little Rebellion Occurs which, however, Seems to have been a Consequence of the Past Demoralization of the Service, rather than the Fault of any one in Particular

ADMIRAL RODGERS'S second term as Superintendent was of short duration, as it necessarily terminated when he reached the statutory age of retirement from active service in November, 1881. He was succeeded by Captain Francis M. Ramsay, who had already served as an instructor at the Academy during Admiral Porter's administration, and who was now the first regular graduate of the institution (class of 1856) to become its head. He returned with an achieved reputation for professional ability, strict discipline, and self-abnegating devotion to duty.

Certainly no Superintendent ever came to the Academy with a more definite conception of the reforms which he considered necessary, or a more inflexible determination to put them into practice. From his point of view, the discipline of the School was too lax — not sufficient reliance was placed upon the cadets themselves—the heads of the departments of study were exercising too great a

control of the instruction in their several spheres; and beyond all else,—and here the sailor in the new commander asserted himself,—the School had grown too military, and, in fact, had become more military than naval. Then ensued a series of radical changes such as had not taken place since Porter's day.

For the first time in the history of the School, practical instruction was systematized and regularly carried on in connection with section-room work. Hitherto all such education had been known generically as "drills," to be arbitrarily varied in kind, in duration, or in occurrence, as the Superintendent or Commandant of Cadets might order. The various practical exercises were now classified, and a definite number of "instructions" in each prescribed for the several classes during the academic year and summer months. This was put into effect in 1884. Thirty-seven years earlier, it will be remembered, the midshipmen at the School were resenting any practical exercises at all — and the authorities were almost apologizing for making them take part in infantry drill for half an hour on Saturdays. Now, Captain Ramsay established forty-one different drills or instructions and prescribed a definite number in each for every week in the year.

In the scholastic course Captain Ramsay carried into effect a new principle which was the devotion of the first three years of the academic period to subjects pertaining to general education, and the postponement of section-room recitations on professional subjects until after the students had received sufficient practical instruction in such topics to enable them thoroughly to appreciate and understand the matter contained

in the text-books. Therefore the course for the first class, or senior year, was restricted to purely professional branches. A further effect of this was to divide the entire six-year probationary term into two periods of three years each, the last of which was given to professional studies ashore and practical experience afloat.

The net result was to reduce the number of studies pursued at one time to three in the third and fourth classes, and to four in the first and second classes. This enabled the cadets more thoroughly to understand the subjects they were studying, shortened the time required for the monthly, semi-annual, and annual examinations, and gave them less work to do in order to prepare for those ordeals. The relative values of the studies were modified by changes in the coefficients, and in addition a coefficient was given to conduct nearly equal in magnitude to that allotted to modern languages. This was new, inasmuch as hitherto delinquencies translated into demerits appeared only on the debit side of the account. Now good behavior became a balancing factor on the credit side.

Freehand drawing, which had been taught at the Academy from the outset, disappeared, and mechanical drawing took its place.

Finally the ancient and time-honored practice of turning back to the next following class cadets who had been found deficient in their studies came to its end.

Of the purely disciplinary reforms which were effected by Captain Ramsay, the principal ones were the establishment of conduct grades, with privileges and requirements for each class in each grade; the quartering of the cadets

BOAT DRILL UNDER OARS — PREPARING TO SHOVE OFF.

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by divisions instead of by classes—the cadet officers, and, in their absence, the cadet petty officers, being held responsible for the good order and discipline of the quarters; the abolition of the existing system of pledges and written permits, and a general re-classification of offences and penalties wherein punishments for minor delinquencies were reduced, while those for serious derelictions, and especially those deemed to involve dishonorable conduct, were augmented. Incidentally, the existing practice of inflicting extra drills or duties as a punishment was also done away with.

That so radical a series of changes could not have been put into practice in any organization without more or less friction resulting is self-evident. Equally obvious is it, also, that resistance to them might be expected from those undergraduates who had been longest subject to the old *régime*. This effect became felt in the academic year 1882–1883. The Act of 1882 had already created consternation among the recent graduates of the Academy — and this in a measure was communicated to the undergraduates. Hence, when the disciplinary changes, especially, went into operation, they found the cadets in a condition of unrest and dissatisfaction.

Class privileges had grown up at the Academy almost from the beginning, and had hitherto been considered as conducive to its discipline. These the establishment of the conduct grades and the change in the quartering of the cadets tended to abrogate. The result was a condition of affairs which temporarily impaired the discipline of the Academy.

At one of the monthly examinations a cadet petty

officer of the first class, for a certain grave dereliction, was deprived of his cadet rank, the Superintendent's order, as usual, being read at dinner formation.

When the cadets marched out of the dining-room, after dinner, and were in the lower hall of the building, the division of which the cadet mentioned had been a cadet petty officer, led by the cadet lieutenant commanding it, loudly cheered him—a proceeding which those who took part in it averred to be in accordance with a custom of the Academy. The Superintendent declined to recognize any such custom, and directed that the cadet lieutenant be deprived of his cadet rank for insubordinate conduct. When the Superintendent's order to that effect was published the next day at the dinner formation, it was greeted by the cadets with groans and hisses.

The cadets of the class of 1883 (the first class) were immediately quartered on board of the *Santee*, and all privileges of the other cadets were stopped. The cadet officers, with the exception of the cadet lieutenant-commander and one cadet lieutenant, resigned their positions. They were sent for by the Commandant of Cadets, who carefully explained to them the gravity of the step they had taken, and gave them the opportunity of withdrawing their resignations. They declined to do so. Their resignations were not accepted, but the officers were reduced to the ranks by order and placed in confinement on board of the *Santee*. New cadet officers and petty officers were appointed, and the routine of studies, instructions, and exercises was not interrupted.

The imprisoned cadets denounced Captain Ramsay's action as calculated to " crush every particle of spirit

THE NAVAL CADETS ON DRESS PARADE.

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which a cadet might reasonably be expected to possess," and sent vigorous protests to their homes with the result that the Navy Department was soon besieged by congressmen and parents. The Navy Department sustained the Superintendent.

For a time, insubordination at the Academy became flagrant. The battalion cheered, groaned, and hissed in the ranks, as the mood suited. An order commending certain cadets for not taking part in the disturbance was received with a shout of ironical laughter. Out of twenty-five cadet officers belonging to the first class, twenty-one had now been deprived of their rank. As confinement on the *Santee* did not imply absence from recitations, they had to march across the entire grounds thirteen times a day, going and coming,—thus traversing a distance of some seven miles and consuming about three hours of time. About one quarter of the entire corps was in durance vile. All amusements, saving only the officers' hops, were suspended. Members of the third class were in charge of the battalion, and the recalcitrant upper-class men were subjected to their orders.

The storm was temporarily quieted by the tendering of apologies by the cadets under punishment, whereupon their privileges were restored, but no cadet officer or petty officer who had resigned was reinstated in his former position. Three of them were dismissed on recommendation of the Superintendent because of failure to apologize. It is but fair to them to say that ever since then they have steadily disputed both the accuracy of Captain Ramsay's understanding of their action and the justice of the penalty inflicted.

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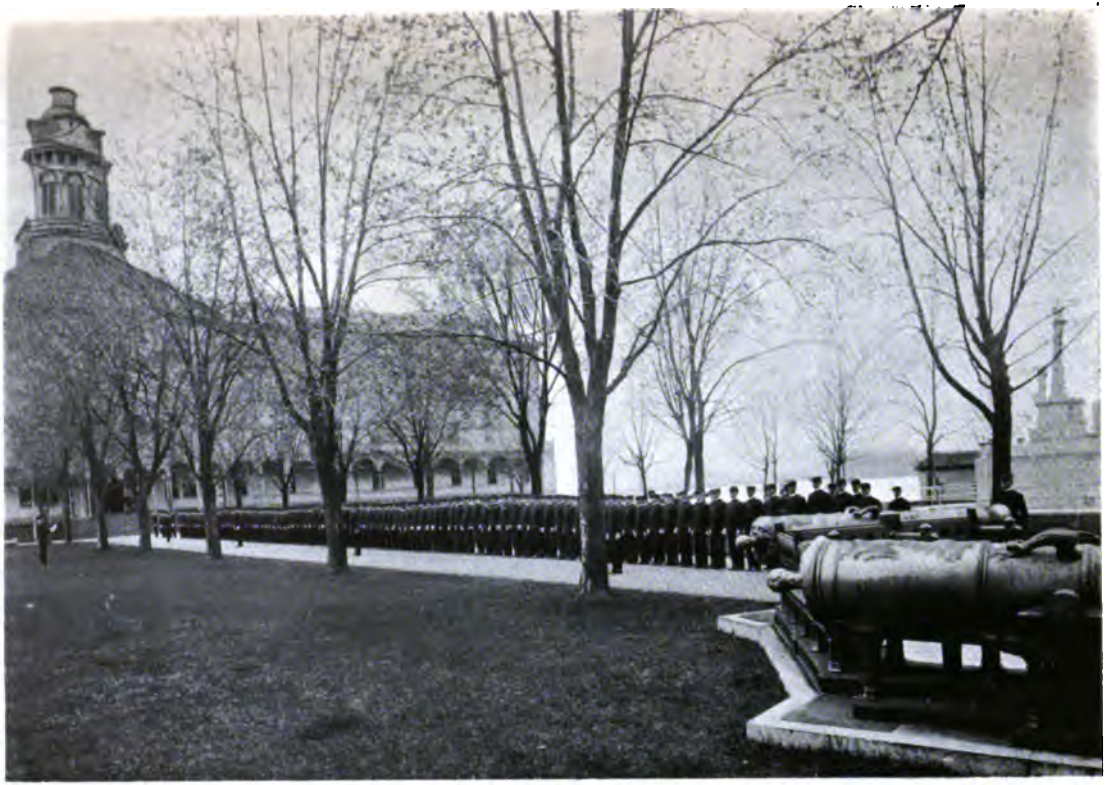
The culmination of the trouble came when the class of 1883 assembled in the chapel as usual for its graduating exercises. When the leading honor man of the class stepped forward to receive his diploma, in accordance with custom the battalion cheered him. The plaudits were immediately checked by Captain Ramsay, who sharply commanded the whole battalion to rise, directed the cadets who had cheered to come to the front, placed them under immediate arrest, and sent them to imprisonment on the *Santee* in charge of an officer.

The chapel was crowded with parents and relatives of the cadets, and the scene was a painful one when the prisoners were marched past them. The remaining diplomas were delivered in funereal silence and the exercises brought to an end.

It was then discovered that just before the cadets had repaired to the chapel, the Superintendent had been informed that they intended to humiliate a cadet officer who had declined to relinquish his position when the others resigned, by remaining silent when he received his diploma and by loudly applauding every other cadet in the class. To forestall this, the Superintendent, before the exercises in the chapel began, verbally ordered that no applause should be given. The arrested cadets, however, claimed that they had not understood the order, and some denied having heard it, and upon proper representations to this effect being made to the Superintendent they were released later in the day. The usual June festivities were, however, conspicuously absent, and the graduating class, for the first time in the history of



BATTALION FORMATION IN FRONT OF NEW QUARTERS.

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the Academy, refused to give a ball, and solaced itself with a banquet at a Washington hotel.

This is the only instance wherein the cadets of the United States Naval Academy have ever been severely dealt with for insubordination and virtual mutiny. No report of it was made to the Navy Department — except in the cases of the three dismissed cadets—by the Superintendent, because he deemed it of importance to demonstrate the fact that the head of the Academy has all necessary authority to manage the cadets and to meet any emergency which may arise — those involving the dismissal of a cadet excepted — without invoking the superior powers of the Secretary of the Navy.

It seems altogether probable that the unusual state of affairs at the Academy was due in large measure to the demoralizing effect of the drastic law of 1882 already mentioned, by which the whole professional outlook of the cadets was changed, and many of them given nothing better to anticipate than dismissal after six years of study and service afloat. To these the incentive to effort was gone.

Beyond this lay the sense of injustice arising from the treatment of the members of the class of 1881, on whom the *ex post facto* effect of the law had fallen. Among them were men who had regarded their places as so secure that they had voluntarily, while at the Academy, taken the additional burden of elective courses, through simple professional zeal; and, for the sake of the additional knowledge to be gained, had been contented with a lower general standing in their class. Bills were introduced in Congress to restore these and other discharged

graduates to their places. They were howled down by the mob of demagogues, headed by " Richelieu Robinson," then in the House; the petitioners were vulgarly stigmatized on its floor as " dudes " and " pedants "— and the professors of the institution denounced as a " snobocracy " leagued to limit its advantages to favorites.

When, furthermore, the provisions of the law were held not to apply to the engineers, and the dropped graduates of that corps were restored to their places, while the former line officers remained still barred out, the line and engineer feud grew even more bitter than ever.

During the practice cruise of 1883, hazing broke out again and a court-martial began regular sittings, the proceedings of which were a contribution to the humor of the land. It was evident from the outset that nobody had been maltreated in any way involving peril to life or limb. The details of the pranks, as they were developed under the corkscrew of cross-examination, were always ludicrous. Try as they might to be becomingly grave, the members of the court were in a perpetual state of subdued laughter. Had they not been just as guilty themselves years before ? Besides, who could be reasonably expected to keep a straight face when trying a half-grown boy for compelling, in the early morning, another youth, dressed in the airy robes of night, to crawl quietly under the table of a room occupied by two senior-class men and awake these dignitaries from their slumbers by singing " Mary had a little lamb," in a plaintive tone of voice ?

But the hazing issue had long since ceased to be affected by the peculiarities of individual offences. It had broadened into the question, whether the authorities could or could not enforce a law of Congress. It is necessary to bear this clearly in mind to avoid the natural suggestion of "breaking a butterfly."

After the hazing court-martial had ended its sittings, the atmosphere of the School became comparatively serene. The social side of Academy existence resumed its normal state, and when the class of 1884 came up for its diplomas, the Superintendent so far from checking applause smilingly permitted it, and pronounced a graceful little eulogy on the graduates which sent them home jubilant.

Among the minor changes made during Captain Ramsay's term were the abolition of engineer cadet officers, and the alteration in title of the cadet petty officers from first and second captains of guns' crews to cadet petty officers of the first and second class. At the same time, the sleeve badges of the latter were changed, the object being to conform the organization of the Naval Academy divisions more closely to that of the actual gun divisions of a man-of-war crew. Many improvements were made about the grounds and buildings—the most important of which was the demolition of the Superintendent's house, which had stood since 1720.

Even above the plaint of the graduates legislated out of service now arose that of the earlier classes who, unaffected directly by the new law, still remained midshipmen. Their comrades of the engineer and marine corps had become commissioned officers—but they had received

merely the appointment and much inferior salary of the lowest line grade. In vain Captain Ramsay pointed out this discrepancy; Congress replied with dead sea fruit. It changed the name of "midshipman" to "junior ensign," with the same rank and pay as provided for midshipmen. The time-honored title of midshipman had already disappeared from the Naval Academy; it now vanished wholly from the Navy.

A year later (1884) this act was repealed and the line graduate upon final examination advanced at once to the full rank of ensign. The only officers left to do the duty of midshipmen on our warships then became (as they are now) the naval cadets serving the last two years of their probationary course. They blossomed out in a new uniform with a gold foul anchor on their collars, shoulder-knots, and a quarter-inch gold-lace stripe on their sleeves similar to that worn by ensigns twenty years before.

In March, 1885, there died, while still holding the post of assistant librarian, and in his eighty-second year, Mr. Thomas Karney. Every college has at some epoch of its existence, among its teachers, a character, quaint, odd, amusing, almost always lovable. Such was "Tom Karney." Just how he ever got into the corps of instructors I have not been able to discover. It was in the "fifties" some time — and he was then well along toward middle age. He had been graduated from St. John's College, Annapolis, of which city he was a native, and was the honor man of his class. His first connection with the Navy was as clerk to the local pay agent, then, somehow, he became an assistant professor of ethics

THE PHYSICS BUILDING — SECTION MARCHING TO RECITATION.

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and English studies for about a quarter of a century, and after that he was made assistant librarian.

His deportment was modelled on the finest examples of the old school. He took snuff with the air of a beau of Queen Anne's time, and his little diversions amid the wayside flowers of English literature deserved a better audience than the last, or "wooden," section in rhetoric, history, or grammar, which too often was assigned to his ministrations. He had a happy touch of deafness which secluded him sufficiently within himself for the enjoyment of his own fancies, and a way of relapsing into light revery, especially when a line of verse or a chance felicity in phrase established a train of thought which pleased him — and of that, alas! his thoughtless pupils were occasionally wont to take base advantage by making *sotto voce* remarks of a ribald nature, and surreptitiously consulting text-books for unlawful aid. Yet that very proceeding frequently accounted for their persistence in their places at the tail of the class, for the old gentleman had a way of suddenly coming out of his dream country without mentioning either his intention in the premises or ever afterwards informing anybody when he had done so. And as a consequence, the graceless youngsters, when the averages were posted at the end of the month, found themselves confronted with an unexpected and ghastly array of zeros and 1.5s, and "Tom" had a new reason for chuckling quietly behind his flowing whiskers and ceremoniously bestowing upon himself an extra-satisfying pinch of snuff. But at last the time came when he could no longer govern the sharp-witted boys from the vantage of no man's land. A comfortable chair

in the library, amid his beloved books, was then placed for him — and there he gently dreamed away the life which no graduate of the School can say had been without good use, nor from which any would withhold the tribute of a pleasant and even a tender recollection.

Captain Ramsay's efforts to induce Congress to improve the status of the graduates met with little success, and the recommendations of Board after Board of Visitors passed equally unheeded. When the prohibition wave swept over the country in 1886, the national legislature passed a law directing instruction in " the nature of alcoholic drinks and narcotics " to be given in both of the Government schools; and, a little later, sternly forbade that any part of the appropriation for the expenses of the Board of Visitors should be used to pay for intoxicating liquors. " Splicing the main-brace " was now, indeed, over; the " grog tub " and its accompanying " tots " had long ago betaken themselves to museums of naval antiquities, and as for " bumbo " and all the queer navy compounds of Uncle Sam's long-stored rum and whiskey with which the fine old warriors of '04 and '12 used to regale themselves — the service was hereafter to remember them only through their injurious effects.

A department of physiology was established under the direction of the surgeon and a smattering of elementary medical information imparted. In the beginning this study was given a coefficient and figured on the merit roll, but in 1891 it was abandoned, and lectures on the subject of narcotics substituted.

In September, 1886, Captain Ramsay relinquished the office of Superintendent. His administration of the

Academy in epoch-making quality stands second only to that of Admiral Porter. In some respects, it was even more revolutionary, for it must be remembered that many of Porter's reforms—notably those in the direction of what he called "high science," were undertaken more in reliance upon the opinions of others than upon definite convictions of his own. In Porter, however, the personal equation predominated, and the personalities of other people were always factors in his dealings with them. With Ramsay, the personal equation was eliminated. He never seemed to consider it in dealing with any one,—even with himself,—and his convictions were original.

In the nature of things it was hardly possible that he could both reconstruct the mechanism committed to him and leave it accurately operating in every feature within the limited period of five years. The unavoidable antagonisms incident to, and indeed created by, all radical reforms would alone be sufficient to prevent this; and when the other circumstances which united to exacerbate the opposition to his measures are considered, the degree of completeness of general success which he achieved not only disarms criticism based on matters of detail, but compels admiration.

CHAPTER XXII

Wherein we Review the Administration of Commander William T. Sampson, Observe the Effect upon the Academy of that same Calm Certainty of Plan and Action which afterwards Disposed of the Spaniard at Santiago, Note the Rise of Athletics, and Finally Sum up the Accomplishments of the Institution

COMMANDER WILLIAM T. SAMPSON, the following Superintendent, was probably the man of all others in the Navy possessed of the judgment, knowledge, and patience necessary to discern the good which had been accomplished, and to conserve it. If Captain Ramsay's administration was epochal in the history of the Academy, because of the reforms that were proposed and started, Commander Sampson's was of equal importance for the difficulties which were removed, and for the placing of the institution so exactly in the road of progress that it has never since varied therefrom.

Commander Sampson was the first officer of his grade to be appointed to the position since Commander Goldsborough. No one had ever come to the office with qualifications depending upon so long and varied an experience in academic work. His earliest appointment to the School was in 1862; when, at twenty-three years

of age, as a young lieutenant, he drilled the midshipmen on the windy plain of Goat Island, and taught gunnery. He returned again in 1867 as an assistant to Professor Lockwood, and in 1869 succeeded Lockwood as the head of the Department of Natural and Experimental Philosophy. He came back again in 1874, to preside over the Department of Physics. His total period of service at the Academy as an instructor or chief professor had aggregated nearly ten years. The School had now come under the sway not merely of one of its alumni—for Captain Ramsay was that—but of one who had devoted to its service nearly one third of his entire naval career since he had been graduated at the head of his class.

Throughout the four years of its history which now followed, one looks in vain for those sharply defined changes in the conduct of the School which were so characteristic of Ramsay and Porter. That changes did go on is indisputable; but the results were gained so quietly, so certainly, that the general effect of them can only be likened to that which adjustment by a skilful mechanic and engineer exerts upon a complicated machine which runs well but not perfectly.

Commander Sampson's first report is notable in that it is devoted exclusively to extraneous matters. In it he strongly advocated the limitation of the probationary course to four years, as originally established, and the selection of the cadets for the line and engineers respectively after three years of study at the Academy. He revised the conduct grades so as to divorce studies from conduct completely, and to base the grant of privileges

to a cadet for a given month solely upon his actual behavior during the preceding month. He insisted that a practice ship to be of value should not be an obsolete sailing ship or antiquated steamer, but a steam cruiser with every appurtenance of the latest model and design.

His discipline was unbending. He announced that while no cruel or degrading instance of hazing had taken place for a long time, nevertheless he proposed to bring every case of hazing, no matter how trivial, to trial under the law. Possibly he was putting into effect General Grant's maxim, that the best way to repeal an obnoxious law is rigidly to enforce it. The yearling youngsters had heard of similar threats before, and, evidently concluding that the practice cruise would supply a good opportunity for testing them, proceeded to play pranks on the plebes who joined the *Constellation*, then at New London. Instantly the *Constellation* was ordered back to Annapolis. The practice cruise was stopped; and the court-martial's crop that time was nine offenders condemned to summary dismissal.

The conditions, however, were peculiar. The acts for which the cadets had been convicted were in themselves harmless and silly; certainly without menace to life and limb. In view of this, the President of the United States now interfered. He saw that the law as framed, which made the Superintendent of the Naval Academy the final arbiter of the fate of a citizen after judicial sentence, virtually deprived the Executive of his prerogative of pardon. He diplomatically refrained from formulating an issue, but, ignoring the mandatory provision of the law, set aside the sentence of dismissal, and substituted

THE PRACTICE SHIP "CONSTELLATION."

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a brief term of confinement on the *Santee*, together with a lecture to the culprits on their insubordination.

Events were now beginning to remove many of the disheartening features of the young officer's outlook. The United States Supreme Court (April, 1888) held that time spent at the Naval Academy was to be counted by officers in computing longevity pay; and followed that decision by another which affirmed that a student at the Naval Academy during his probationary period of six years is an officer of the Navy. This settled a long-vexed question, and effectually disposed of the contentions that the naval cadet is merely in a state of pupilage, that he is not in the Navy, but merely preparing to enter it, and that his pay is not pay but gratuity.

The working of the School was now that of a well-timed piece of machinery. The studies had been changed in minor detail here and there—with mathematics gradually becoming more and more in the ascendant. The drills afloat began to be more specialized. Every Saturday the steamer *Wyoming* started on a cruise in the Chesapeake; every afternoon found the little steamer *Standish* running out into the bay for target practice, and occasionally the ancient monitor *Passaic* would wake the echoes of the low Maryland shores with the thunders of the 15-inch smoothbores which once had battered the face of Sumter. Then the mosquito fleet of steam launches and pulling boats was organized for drill in naval and torpedo tactics.

One class—the second—was usually retained at the Academy during the summer months, and kept at practice exercise. The other three classes embarked on the

old *Constellation*, and sailed hither and thither between the capes of Delaware and Portsmouth, N. H. The only cruise of the period which had much incident about it was that of 1889, when the venerable ship went ashore in a fog about a mile from Cape Henry Lighthouse. Affairs were critical for a short time, as the sea was heavy and wind strong, but a change of weather and the advent of a steam wrecking tug soon removed all apprehension, and the vessel was safely towed into Norfolk. There it was found that her injuries were sufficiently severe to bring the cruise to an unexpected end. Whereupon the two upper classes, much to their satisfaction, were given leave to go home, and the fourth class sent back to Annapolis to resume the delights of squad drill.

In 1889, the Academy grounds were increased by some fifteen acres adjoining College Creek, the water front being thereby augmented to nearly a mile. In March of the same year, Commander Sampson's long and persistent efforts to specialize the studies of the line and engineer cadets at the end of the third year were crowned with success. Congress enacted his recommendations into law, and directed the Academic Board yearly to separate the senior class into two divisions, and to assign them to different courses of study especially suited to the two branches of the service. It also kept the line and engineer cadets separate during their following two years at sea. Another provision fixed the number of graduates to be appointed annually to the line of the Navy as not less than twelve, to the engineer corps not less than two, and to the marine corps not less than one; and finally the law made the minimum age of admission of

cadets to the Academy fifteen years instead of fourteen, and the maximum age twenty years instead of eighteen.

When Commander Sampson's tour of duty at the Naval Academy ended, there remained little for any one else to do, save to keep the standard of efficiency unimpaired. For this reason, the records of the School during the administration of the able officers who have succeeded him as Superintendent are comparatively uneventful.

His immediate successor was Captain Robert L. Phythian, an officer of recognized scientific attainments, who had presided over the Department of Navigation in the Academy for five years, and more recently had completed highly creditable service as Superintendent of the Naval Observatory. No better compliment could have been paid by Captain Phythian to his predecessor than his statement, in his first report, that he could find no changes to make. His policy was therefore conservative. He believed in granting to the cadets all possible privileges which were consistent with the regulations, and imposing no restrictions inconsistent with them; and, in taking advantage of the smooth-running discipline and scholastic work, to cultivate more highly the social amenities of academic life. Captain Phythian's best service to the Academy lay in his clear recognition of the impaired *morale* of the cadets brought about by the action of the hazing law; and this he made it his cardinal object to improve. His methods were simple and kindly. They involved mainly appeals to the sense of fairness of the boys, and the ingenious submission of their own conduct to their own judgment from points of view which

could lead them to but one conclusion. They were extremely effective. They apparently worked better to restore the healthy moral tone of the institution and to discountenance mischievous hazing than all the drastic measures which had hitherto been devised.

As may well be imagined, while the unsettled period in the history of the Academy prevailed, all amusements and recreations were more or less desultory. There was no systematic athletic work, and, as a consequence, a falling off in the physical condition of the cadets became marked, until in 1887 this became so noticeable as to attract the attention of the alumni at their yearly gathering in June. This resulted in the first active interest taken in the affairs of the Naval Academy by its graduates in civil life, and practically the first assertion by that body of its own existence, and of its correlation to the great mass of college graduates throughout the land. The pioneer was Mr. Robert M. Thompson, of the class of 1868, and in a speech delivered at the alumni gathering of 1890 he pointed out that the object of the Naval Academy was not to turn out a mere scholar, but a fighting officer, and that, however valuable scholastic attainments might be, all would be useless if, at the crucial moment of conflict, nerves and body failed. This was a new doctrine at the Naval Academy for the time; but Thompson was only enforcing what he himself had learned as a midshipman in the days of Porter. And the time was the best which could have been chosen. The Superintendent and the Commandant of Cadets both supported Mr. Thompson's suggestions, and an association for the promotion of athletics in the Academy

U. S. S. "SANTEE"

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was formed, which has since existed in full vigor. Rowing, which had become almost obsolete, became revived in 1893, mainly through the efforts of Naval Cadet Winston Churchill, who succeeded in getting leave of absence to go to Yale College to watch the stroke of the boats' crews, and came back with an amount of knowledge and enthusiasm which could not but prove contagious. Within a year, the cadets were once more rowing races on the Severn.

Football has, however, been the favorite of all sports, and almost immediately after the athletic revival the naval cadets met their natural antagonists — the West Pointers—on the gridiron field. On Thanksgiving Day of 1890 the Naval Academy team went to the Military Academy, the first journey of the kind ever permitted to the students of either national school, and won the game over their military brethren by a score of 24 to 0. A year later they were in turn vanquished on their own grounds by the military cadets by a score of 32 to 16. These intercollegiate games continued during 1893 and 1894, the Army being overcome on both occasions. They were then prohibited by the agreement of the Secretaries of War and of the Navy, because of a supposed deleterious influence upon the class standing of the participants and the discipline of the academies—contentions which never had any substantial foundation either in statistics or otherwise. The bar was removed in 1899, and then, for the first time since 1868, the two battalions met one another, and, for the first time in the history of the schools, all of the undergraduates were transported to an intermediate point—Philadelphia—in order that

they might witness the struggle of the contending teams, which ended in a victory for West Point.

The remembrance of the initial games is rather one of sadness than of pleasure. Cadet Dennis M. Michie—who covered himself with glory—gave his young life to his country at Santiago, and Naval Cadet Worth Bagley, who played in the second game, and whose honors in the contest were overtopped only by those of Michie, was the one line officer of our Navy killed during the Spanish War.

Mainly through the efforts of Mr. Thompson, other forms of athletic sports were vigorously supported. He offered prizes and badges to the fencers, and instituted intercollegiate matches with Harvard and Columbia. He presented the Academy with a silver loving cup, whereon is inscribed yearly the name of the cadet most eminent in athletics.

In 1894, the efforts long made to secure a properly equipped practice vessel for the naval cadets seemed to be at last crowned with success; for the United States ship *Bancroft*, especially built for the purpose, then joined the Academy practice fleet. She was a barkentine-rigged steamer, 189 feet 6 inches in length, and of 32 feet beam, capable of making fourteen knots under steam, and for her size provided with an unusually powerful battery of 4-inch rapid-fire guns. Unfortunately, she failed to realize expectations, for although she was in many respects a powerful cruiser in miniature, her accommodations were of too limited a character, and her dimensions too small to render her suitable for a practice ship. She was therefore withdrawn from the Naval Academy in 1896 and assigned to ordinary service.

Captain Phythian was succeeded as Superintendent in November, 1894, by Captain Philip H. Cooper, who belonged to the class which entered in 1860, and was ordered to active duty during the Civil War (May, 1863). He had been twice an instructor in seamanship at the Academy. The discipline became more strict, and a determined effort was made by Captain Cooper to divert the athletic energies of the cadets to the water, which, he cogently urged, was their natural element. He largely augmented the fleet of small boats, and encouraged proficiency in the handling of them. He also persistently pleaded for a new practice ship in place of the *Bancroft*. The most important event in Captain Cooper's administration was the inception of the rebuilding of the Academy, the description of which is reserved for a following chapter.

The outbreak of the Spanish War found the Navy with a scant supply of junior officers, the legitimate result of the discharges of competent graduates due to the ill-considered Act of 1882. The experience of the Civil War was then repeated in the calling of volunteers into the Navy and in the immediate detachment of the senior class from the Naval Academy. There were no graduating ceremonies. The cadets were burning to get away, and one day in April at dinner formation their diplomas were handed to them, and they left for the fleet as fast as the trains southward could carry them. A month later, the entire class of 1899 begged to be permitted to join their seniors; and on the request being granted, they with equal delight departed. This left only the third and fourth classes. It was considered inadvisable to attempt

any practice cruise, so these younger members of the corps were given leave to spend the summer at home. They promptly objected, and pleaded to be sent to the front, and in the end forty-six cadets of the class of 1900 and twenty-nine of the class of 1901 received the coveted permission. So there was practically the entire battalion afloat and in face of the enemy; and for the second time the Naval Academy showed that, however theoretical her teaching might be, her undergraduates stood competent to undertake active service whenever called upon.

The work these boys did in the fleet was invaluable. They shrank from no hardship or danger; to the latter they seemed indifferent. It was one of them whom the captain of the *Iowa* found calmly sitting on top of the forward turret while the ship was under fire, engaged in taking snap shots with his camera, and whom he ordered into cover as soon as his astonishment enabled him to select appropriately vigorous words. None were hurt, saving Naval Cadet Boardman, of the class of 1900, who was killed by the accidental discharge of a revolver.

The chief distinction won by a naval cadet in the war was that achieved by Naval Cadet Joseph W. Powell, of the class of 1897. In one of the ship's launches he followed the *Merrimac* into the harbor of Santiago under the fearful fire of the batteries, and despite the imminent peril of his proximity to the enemy's works, sought for her survivors all night after she was sunk. It was a most gallant action, and his commission as ensign, which was given to him at once, was richly earned. But he afterwards chose his career among the naval constructors; and then, because his advancement had placed him above two

of his classmates, originally his seniors, who had made a similar choice, he generously asked to be put back below them again; and his request was granted.

In the Philippine War no braver action has been chronicled than the defence of the gunboat *Urdaneta* by her commander, Naval Cadet Welborn C. Wood, of the class of 1899. He was attacked suddenly by the insurgents, but he kept his men to their guns, serving a Nordenfeldt himself until he fell. After it was thought that he was dead, he revived, and lifting himself on his arm with his life-blood ebbing away, coolly gave directions for the continuance of the fight. Nor were the survivors of his crew captured until he had at last succumbed and his boat had drifted helplessly aground. That defence was worthy of the traditions of the Navy, and leaves the name of Naval Cadet Wood beside those of the gallant youngsters who earned their glory under Preble and the heroes of the war of 1812.

For two months during the war the Naval Academy buildings were the place of confinement of the captured officers of Admiral Cervera's fleet. They lived in the old quarters and in some of the houses in Buchanan Row, were under little restriction, and, after their first gloom had worn off, they danced and flirted and bicycled and enjoyed themselves generally in a manner about as far removed from that of the traditional prisoner-of-war as can well be imagined.

In July, 1898, Captain Cooper relinquished charge of the Academy to Rear-Admiral Frederick V. McNair, of the class of 1857, an officer of long experience at the School, and a former Commandant of Cadets. In

the fall, as usual, the youngsters of the third and fourth classes, now that the war was over, came trooping back—veterans. The second class had been graduated; so that during the year 1898–99 the new second class became the senior, and there was no graduating class in the following June.

In May, 1899, the so-called Personnel Bill for the reorganization of the Navy became a law. The corps of engineers, which had existed since 1842, became abolished, and its members amalgamated with the line.

Naturally, this has resulted in material changes in the course of study, for the especial features of the engineer's curriculum are no longer necessary; but as these modifications are tentative, it is needless to record them in detail. For two years an attempt has been made to carry on a post-graduate course in naval construction at the Naval Academy, but this has been found to be impracticable; and therefore elementary instruction on the subject only is now given, and the graduates who go into the construction corps are sent abroad to study in the technical colleges of England and France.

Owing to the insufficiency of junior officers for active service, the teaching staff at the Academy became much reduced, so that during the year 1899–1900 the same instructors taught both seamanship and navigation, and the two departments of mechanics and steam engineering were merged into a single department of marine engineering and naval construction.

Throughout Admiral McNair's term, practical work on the water in small craft was encouraged. The fine cutter yacht presented to the Naval Academy by the estate of

Mr. Robert Center of New York, and named after that gentleman—its former owner,—was in constant employment for the purposes of instruction, and several torpedo-boats of the latest design were also in similar use.

Athletics were greatly fostered. There were two regular football teams, the first being the representative Academy eleven, and the second, the so-called "Hustlers," besides four other teams recruited one from each of the military divisions; four baseball nines, two boats' crews for the eight-oared shells, a fencing team, and a track team. The best athletic records made up to 1900 by the cadets were as follows:

100-yard dash	R. W. Henderson, '97	10 sec.
220 " "	" " " "	22⅕ sec.
440 " run	" " " "	53 sec.
½-mile run	A. Macarthur, Jr., '96	2 min. 10⅘ sec.
Mile run	R. W. Vincent, '99	5 min. 3 sec.
120 yards hurdle	P. E. Taussig, '96	19 sec.
220 " "	J. K. Taussig, '99	29⅘ sec.
Running high jump	J. D. Wainright, 1900	5 ft. 7¼ in.
Broad jump	D. H. Camden, '91	21 ft. 4 in.
Standing broad jump	J. K. Robinson, '91	10 ft. 6½ in.
Pole vault	H. C. Muston, '96	10 ft. ⅘ in.
Throwing hammer, 16 lbs.	F. D. Karns, '95	92 ft. 7 in.
Putting shot, 16 lbs.	" " " "	35 ft. 9½ in.
* 50-yard swim	W. B. Izard, '95	31⅘ sec.
Kicking football	C. T. Wade, 1900	182 ft. 6 in.
Throwing baseball	W. B. Izard, '95	347 ft. 10 in.

In February, 1900, Rear-Admiral McNair, on account of impaired health, sought relief from the arduous duties of the superintendency. His administration, though short, and hampered by the material changes due to the Personnel law and by the general unsettlement incident to the destruction of the old Academy buildings and the beginning of the new ones, was highly creditable and

* World's record.

efficient. He was succeeded by Commander Richard Wainwright, a member of the class of 1868, and the now famous captain of the *Gloucester* in the battle of Santiago. The appointment was in deserved recognition of Wainwright's splendid gallantry and daring in that action. His prior service at the Academy had been brief, covering but two years as an instructor in the department of English, and, since the war, duty as officer in charge of the *Santee* and the practice ships. Few men, however, are better posted in Academic matters or are more capable of efficiently administering the office of superintendent. He was one of the youngsters of Porter's *régime*, and can be relied upon to maintain the "honor system." The great majority of the living line officers who in the past have so ably built up the School are senior to him, and hence cannot be his subordinates. They will therefore be replaced in the future by younger men, and thus with its new buildings beginning to rise above their foundations, and with an officer of world-wide reputation at its head, the Naval Academy begins a new epoch, and the most promising one of its existence.

Here ends the history of the United States Naval Academy so far as it can now be written. From a school for midshipmen it has grown in the space of fifty-five years to a great national college, conceded the world over to be second to none in the thoroughness and excellence of its work.

The total number of graduates, including the midshipmen of the date of 1840, who first attended instruction at Annapolis, and including the class which should have been graduated in 1899, is 2420. If the oldsters be excluded

—and they have always insisted to the contrary — and the graduates limited solely to those who, beginning with the class which was graduated in 1854, entered for the fixed four-years course, then the total becomes reduced to 2122. Comparing this last total with the aggregate number of undergraduates who have entered since the regular course was established, the proportion of those who have been graduated to those who entered is a little short of 44 per cent. This ratio is at the present time considerably augmented, and sometimes exceeds 50 per cent.

Of the entire number of graduates, including those of the early dates, about 51 per cent. still (1900) are in active service in the Navy; 6 per cent. are on the retired list; 24 per cent. are dead; and 19 per cent. have left the Navy and are in active civil pursuits.

The total cost of the Naval Academy to the country (sum of all appropriations), including the year 1898, has been in round numbers $8,000,000. That is about 25 per cent. more than the amount paid for a single battle-ship, such as the *Indiana*, or the *Iowa*. The highest sum appropriated for its support in any one year has been about $237,000. Its average yearly cost is about $190,000. The yearly expense of keeping the cruiser *New York* in commission is about $400,000. The *Newark* costs 25 per cent. less. From this it will be observed that the average yearly cost of maintenance of the Naval Academy has been about one half that required for a single large cruiser, and about two thirds that required for a single small cruiser of the *Newark* type.

These comparisons are made with ships of the modern

Navy. It may be interesting to institute a comparison with a ship of the Robesonian era. The total cost of the Naval Academy, which has supplied all the regular line officers (excepting perhaps seventy-five) now for forty-five years, has been about twice that of the United States ship *Tennessee*, which, adding "repairs" to first cost, amounted to nearly $4,000,000, and which, when sold at auction, brought the sum of $34,555. It is also interesting to remark that, between the years 1865 and 1887, the amount practically squandered, or worse, in behalf of the Navy amounted to nearly nine times the entire cost of the Naval Academy up to to-day.

Of the old professors who contributed so much to the establishment and development of the Academy in its early days, all are now deceased.

Professor Chauvenet resigned in 1859 to become Professor of Mathematics and Astronomy at the Washington University at St. Louis, from which post he retired in 1868, and died in 1870. Professor H. H. Lockwood left the Academy in 1871, retired from active service in 1876, and died in 1899.

Professor Augustine W. Smith, who, after twenty years' service at Wesleyan University, assumed the chair of Natural and Experimental Philosophy in 1860, remained until his death in 1867.

Professor John H. C. Coffin, who was already one of the oldest professors in the Navy when he came to Annapolis in 1853, left in 1864 to become Superintendent of the *Nautical Almanac*, retired in 1877, and died in 1890. Professor William F. Hopkins, who preceded Professor A. W. Smith, resigned in 1861 to become U.

S. Consul at Jamaica, W. I., where he died after a brief residence. Professor Arsène N. Girault, who came to the Academy in 1845, retired in 1864 and died in 1874; and Professor Leopold V. Dovilliers, who succeeded him as Professor of the French Language, died in harness in 1872. Professor Joseph E. Nourse left the Academy in 1865, and died in 1889. Professor Edward A. Roget resigned his chair of Spanish in 1873, and died in 1887. Professor Mark H. Beecher retired in 1864, and died in 1882. Professor Edward A. Seager, after sixteen years' service as Professor of Drawing, retired in 1871, and died in 1886. Professor William H. Wilcox remained as head of the Department of Mathematics until his death in 1870.

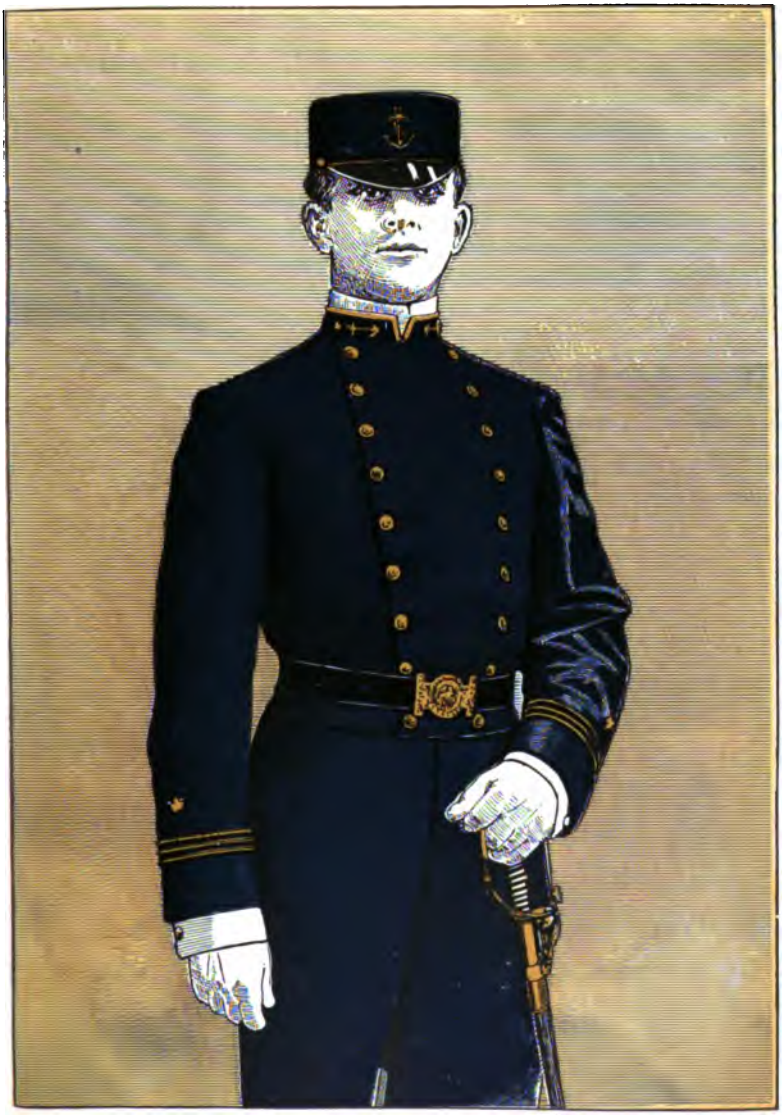
Of the two line officers who first came to the Naval Academy, Lieutenant James H. Ward rose to the rank of commander, and was killed in action in June, 1861. Passed Midshipman Marcy left the Academy in 1856, and reached command rank, but died as the result of an accident in 1862.

The Navy owes much to these devoted and excellent men, and when the projected new buildings of the Academy are completed, provision will doubtless be made for lasting memorials of them.

Of the employees of the Academy, Mr. Richard M. Chase held the post of secretary from the early "fifties" until 1898; and long enough to see many a youngster, who arranged with him for his first outfit as a midshipman, terminate his naval career as a rear-admiral. During all that period it was his boast that he never forgot the name nor the face of a student; nor was he ever found at fault in his marvellous memory.

The one living survivor of the old Naval School who still remains at his ancient post is John Jarvis, drummer and mail-carrier. Far back in the "forties," he was in the Marine Band at Washington; and then he went slaver-catching on the African coast in the *Marion*; and just about fifty years ago, when the white-haired old admirals on the retired list were rollicking reefers fretting under Lockwood's drill, Jarvis began to beat the drum to keep their marching footsteps in time. He kept on beating it for drills and dinners and reveillé and tattoo and quarters year in and year out, until the Academy migrated to Newport, and then he became the mail-carrier, and the youngsters always joyfully welcomed him as the bearer of news from home. That office was so congenial to him that about a generation ago he hung up his drum forever, and yielded his place to the bugler. He kept on getting the letters, and he is at it yet. Some of these days when he gets old—which is still, of course, a long time distant—perhaps the powers that be will make proper provision for his pleasant and honorable retirement, with the substantial reward which he has so well earned.

The Naval Academy has granted diplomas of three different designs. The first, which was originally given at the end of the four-years course, was devised by the Professor of Drawing, Mr. Edward Seager, and bears the representation of the old sloop-of-war *Preble*, Stribling Row, and the recitation building. This was signed originally by the entire Academic Board. In Admiral Porter's time, this design was abandoned, and another substituted showing simply a steam frigate of the type then in vogue, and the document was signed solely by



FULL-DRESS UNIFORM OF NAVAL CADET AT THE NAVAL ACADEMY.

(The star on the collar indicates place among the five members of highest scholastic standing in the class; the three stripes and star on the sleeve show the rank of cadet lieutenant.)

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the Superintendent. Still later, this was abolished in favor of a somewhat complicated testimonial, whereon were represented various mythological deities and animals. At the present time, diploma No. 3, with wording suitably changed, is given to the cadet as a certificate of proficiency when he completes the four-year course. Diploma No. 2 is not used. Diploma No. 1 is now the diploma proper, and is bestowed upon the graduates after they have finished their two years' sea service.

The seal or coat-of-arms of the Naval Academy has for its crest a hand grasping a trident, below which is a shield bearing an ancient galley coming into action, bows on, and below that an open book, indicative of education, and finally bears the motto, "*Ex Scientia Tridens*" (From knowledge, the sea power). The whole is the design of the author, and was adopted by the Navy Department in 1898. Up to that year, the Naval Academy had possessed no authorized device, although it had printed on its Registers an arbitrary symbol. The occasion which led to the adoption of the present design was the building of a new club-house by the University Club of New York, on the exterior of which the coats-of-arms of the several colleges were placed as an embellishment, and this brought the fact to general notice that the Naval Academy had no badge of the kind. The matter was at once taken up by Mr. Jacob W. Miller, of the class of 1867, and mainly through his endeavors the desired approval of the Navy Department was secured.

CHAPTER XXIII

Wherein is Set forth the Manner in which a Youth is Appointed to the Naval Academy, and an Attempt is Made to Indicate the Turn of Mind he should Have to Warrant his Entering the Navy

THE conditions which govern the admission of a cadet into the United States Naval Academy are prescribed by statute law. The number of candidates allowed is one for every member or delegate of the House of Representatives, one for the District of Columbia, and ten from the whole country, or, in other words, at large. This provision for cadets at large does not mean that ten cadets are thus appointed yearly. On the contrary, it is specifically prescribed that there shall not be more than ten such cadets in the Academy at any time. The course is six years, of which the first four are spent at the Academy at Annapolis, and the last two on cruising vessels at sea. At the end of the four years' period, the cadet, on passing an examination, receives a certificate of proficiency. He then leaves the Academy. At the end of the ensuing two years, he goes back to the Academy, from whatever part of the world he may be, and is there again examined, and, if successful, is finally graduated and given his diploma. If he is not successful, he is dropped from the Navy.

The district from which a cadet has been appointed does not become vacant until after the final graduation of that cadet at the end of the six years' period. Whether, therefore, a vacancy exists or not, or will soon exist, in a district from which an appointment is desired, is the first thing to be ascertained.

When such a vacancy occurs it is the duty of the Secretary of the Navy, as soon after the 5th day of March as possible in each year, to notify the member or delegate in Congress possessing the right of recommendation. It is then the duty of such member or delegate to select his candidate from the actual residents of his district or territory, and to recommend him to the Secretary for appointment before the first day of the following month of July. If no recommendation is made by that time, then the Secretary of the Navy must himself fill the vacancy by appointment.

It is provided by law that when any candidate who has been nominated upon the recommendation of a member or delegate is found, upon examination, to be physically or mentally disqualified for admission, the member or delegate shall be notified to recommend another candidate in place of the one rejected. It has become the custom of recent years for congressmen to recommend to the Secretary two persons at the outset, one of which is commonly known as the "principal," and the other as the "alternate."

The principal, who must be designated, is the only nominee known to the law; and therefore he is the one who is examined in the first instance. Should he fail to pass the examination, then the alternate is supposed to

have been recommended in accordance with the provision which requires a new recommendation from the representative upon the failure of his first-named candidate, the legal place of whom the alternate now takes, and undergoes the regular examination.

The advantage of appointing alternates is twofold: First, it secures the presence of a new candidate in readiness to take the place of the regular nominee in event of the latter's failure, and without the delay incident to making another selection; and, second, it gives to the alternate himself a conditional preference over every one else save the principal and enables him therefore to make such preparation for the coming ordeal as he may deem justified by the circumstances. The value of the alternate's position depends, of course, upon the chances of failure of the principal, and as a general rule these are pretty well canvassed by himself and his friends. There is apparently nothing to prevent a representative from revoking his designation of an alternate when he pleases, and without cause, except his own sense of prudence.

It will be obvious that the rules established by law to govern the making of appointments to the Naval Academy indicate three ways in which this can be done: (1) by nomination of the representative in Congress of the district in which the candidate resides; (2) by direct appointment of the Secretary of the Navy to fill the vacancy, if the representative fails to make nomination within the specified time; (3) by direct appointment of the President of the United States, or, as it is termed, at large.

With regard to the third method, it is now the well-settled custom for the President to exercise his limited

power in favor of only the sons of officers of the Army and Navy. This is but right and just. Such officers are liable to be sent to any part of the country, and their families, whenever possible, follow them, so that they may often be without a qualifying legal residence in any district. Under the laws of heredity, it is a reasonable presumption that the son of a man who has proved himself a capable and efficient public servant will, in some measure, inherit his father's abilities, and therefore it is sound policy to provide a special means whereby youth of such ancestry may be chosen for similar service. It is to be remembered that the army or navy officer rarely has the political influence which enables him to command the favor of a representative to any such extent, at least, as an active constituent in private life. He has, furthermore, devoted himself to his country's service, and, while his position is secure, it is not one which permits of the accumulation of wealth. Hence the education of a son is often a heavy tax on his slender resources. If that son is eligible to continue the father's work, the nation can well afford to relieve the parent of the burden of preparation. It is, therefore, virtually useless for private citizens to prefer their requests to the President, and a proper sense of patriotism and gratitude to their defenders generally deters them from doing so.

As to the second method, it is very seldom that a congressman fails to take advantage of every privilege which he possesses involving patronage. The reasons are plain. Should he fail to do so, however, the Secretary of the Navy cannot appoint a cadet at large, or from the whole country, but is restricted in his selection to a

person who has been a resident of the district in which the vacancy occurs for at least two years immediately preceding the date of appointment. In other respects, he is not limited in his choice.

The great majority of all the appointments are made on the nomination of congressmen. This selection is ordinarily made in one of the following three ways.

(1) The representative arbitrarily chooses any youth resident in his district possessing in his opinion the requisite qualifications.

(2) The representative arbitrarily chooses any youth resident in his district through whose selection he can score off the largest amount of political obligation.

(3) The representative avoids both the burden of personal choice and the danger of offending constituents not preferred in the appointment, by throwing it open to scholastic competition, and permitting a board of judges or examiners to determine and certify to him the name of the successful contestant.

The second way is indefensible, and, on the whole, the chances are against the youth so selected succeeding in passing the entering examination, or, if he does so, of maintaining his place in the School throughout the course. Naturally there will be exceptions, whenever special talent happens to exist.

Concerning the respective merits of the first and third methods, there is much difference of opinion. The advocates of the first hold that scholastic attainments are far from being the sole qualification, and even deny that they are the most important one, and insist that a representative who bases his action solely on a trial involving

these only, neglects his duty in that he fails to take into consideration factors on which his judgment should depend. They aver that if Congress had wished to make proficiency in studies the test, it could have done so, and could still do so best by bringing the appointments under civil-service rules, and providing for examinations at suitable points throughout the country to which youth from any section might repair. They claim that the choice by a representative presupposes personal knowledge by him of all the antecedents and characteristics of the candidate; that he has no right to deprive the country of the full measure of advantage intended thus to be secured; and that he has no more authority to restrict, by any course of procedure, his own choice, or substantially to delegate it to some one else, than any one has to impose restrictions on him.

Those who favor the competitive examination system generally point to the great waste of time, labor, and money which results from the failure of ill-prepared candidates to pass the entering examination, and are ready to remedy the difficulty by any proper means which will insure reasonable proficiency in advance. They maintain that the Naval Academy is a great national school, to which all of the youth of the country should have free access under the law, and that the exercise of an arbitrary nominating power by a representative must of necessity be tinged, so long as human nature and political human nature is as it is, with favoritism or personal considerations which should have no place in the decision. They claim that in large city districts especially it is impossible for any representative to have an intimate

knowledge of every eligible boy sufficient to enable him to make an intelligent choice; and that the question is not whether this or that boy, arbitrarily selected, has the necessary qualifications, but which boy out of all that are eligible in the district has them in the highest degree. And they insist that, inasmuch as no matter how superior a student may be in other respects, his stay at the Academy depends upon his scholastic attainments, therefore the one most proficient in them at the outset is not only the logical person to appoint, but the best material to provide in order to enable the Academy, viewed as a machine, to produce the most efficient and most economical output.

So far as mere statistics go, they prove as little as statistics usually do in cases where the personal equation enters in unknown degree as a disturbing element in the problem. The Academy at one time and another has received phenomenal newsboys and others from the public schools who distanced all comers in the competition, but who failed dismally in studies of an elementary character. On the other hand, naval apprentice boys have been chosen as the result of pure competition, and some of them are now among the ablest officers of the Navy. When the cadet engineers were merged with the cadet midshipmen, under the Act of 1882, the former had all entered after sharp competition among a large number of candidates. They took at once a high place in the several classes, and maintained it. On the other hand, the large majority of the graduates of the Naval Academy did not enter it as a result of competition.

Where the closest students of the question disagree, it

is always presumptuous to advance an individual opinion, but it certainly seems that the controlling consideration is the right of the representative to his free choice. This implies the selection of ways and means conducive to the making of that choice, as well as the direct selective act. He is free to avail himself of competition, or not, as he pleases. He is obliged to exercise his judgment — but whether he shall do so at the outset by establishing a specific and public test, or by private trials conducted by himself perhaps *in petto*, is within his discretion.

So long as the law remains as it is, the presumption must be that no better, safer, and more flexible means on the whole can be devised than that which imposes (with the exceptions noted) upon the individuals composing the popular branch of Congress the initial responsibility of the selection of the young officers of the Navy; and this even though purists in constitutional interpretation may see therein an infringement upon the prerogative of the executive department.

Inasmuch as the candidate is necessarily a minor, the question of determining or aiding him in a choice of career is ordinarily one for the parent or guardian. The naval officer is a sort of world-pervading Bedouin, and, rarely having any settled abode until after his retirement from active service, his life is one about which the majority of people know little — and what they do know is apt to be so colored with romance or misconceptions that they generally know it wrong. The consequence is, that the boy who is started on a naval career does not get the benefit of the experience of others, which as a rule quickly

and wisely determines his relative aptitude for the dry-goods business or the medical college. While, as a matter of course, all considerations must be governed largely by individual circumstances, there are many of general application affecting the candidate for the Naval Academy which may here be briefly noted.

Although the Naval Academy is a national school, it is not a political institution. Political "pull" stops at the threshold of the very first examination room. It is profoundly immaterial whether or not all the judges, senators, and custom-house officials in a State certify that James Jones, Jr., is a youth of superior talents, lofty aims, and noble principles. James Jones, Jr., will be examined on his merits and on nothing else—and if he fails to attain the standard fixed for everybody, he will not get in. To show that he has walked from Oregon to Annapolis on the railway track, or that his relatives have poured wealth into the local campaign barrel, or that he knows the history of the war of 1812 by heart, or that he has handled a catboat from early infancy, or even that he has been a prominent member of the Naval Militia, will not help him. Nor upon his failure to pass will it be in any wise availing to have his congressman denounce the professors at Annapolis as pedants, snobs, or plutocrats. If he be so fortunate as to get a second chance, he will assuredly meet again the same rigid impartiality.

There is nothing about the Naval Academy — because it happens to be a national institution — which distinguishes it from any other goal to be attained only upon successful compliance with definitely prescribed conditions. When Mr. James Jones, Sr., by any process of

NAVAL CADET WORTH BAGLEY, U. S. N.

(In football uniform.)

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political, sentimental, or other reasoning, can convince a farmer that Jones's one-peck measure holds a bushel, and sell him seed accordingly, or persuade a customer that Jones's 18-inch rule measures a yard, and, on that basis, sell him dry goods, then Mr. James Jones, Jr., who cannot meet the standards, can be got, by similar arguments into the United States Naval Academy;—but not before.

The qualifications demanded of a cadet are both physical and mental. The law fixes the age for entrance to the Naval Academy between fifteen and twenty years. So long as the present seniority system of promotion prevails in the Navy, the younger a boy goes in the better for him, if all continues well in after-life. If he is able to enter at fifteen, he should do so, as a year or two of youth in his favor may determine whether he shall finish his career as an admiral instead of as a captain.

A thoroughly strong constitution is absolutely essential. Health at the time of entry is not enough, even if it be sufficient to carry him past the examining surgeons, and even if he shows himself free from the long list of disqualifying ills which flesh is heir to, which are duly set down in the Naval Academy Register, whereof any one can have a copy for the asking. There should be every indication that he has the physical stamina which can be relied upon to sustain the man of mature years after a life of trying work, so that he will not find his career stopped by a naval Retiring Board just when he has reached that age when the drudgery of routine subordination begins to give place to the responsibilities of command.

Officers of long service break down frequently from nervous prostration, or from inability to regain their strength after attacks of the fevers common on tropical stations. It is therefore important to look to the boy's heredity, and if his forbears be weak, launch him in some other calling.

Of the specific imperfections which may develop in after-life, defective vision is the most common and equally the most fatal to a successful naval career. For this the axe may fall at any time, and the particular cause may be one which would be of little moment in other circumstances. There is a well-known instance of a lieutenant of nearly thirty years' service, and highly distinguished as a specialist, being peremptorily retired just on the eve of promotion because color-blindness was then, seemingly for the first time, exhibited, and despite the fact that he had passed several rigid examinations in the interval.

That much time will be afforded for recuperation, or to experiment with treatments to meet the development of chronic physical troubles, cannot be safely relied upon. If an officer has had considerable sick leave, and a necessity arises for his service in some particular billet, and thereupon he demurs to his orders on the ground of ill health, the next communication from Washington is apt to be a command to present himself before the Retiring Board; after that, if the verdict is unfavorable, he stays "on the beach," with no further promotion and a largely reduced salary. There is no going out and coming back again; no temporary "withdrawals from business," to which the citizen invalid may resort. The career is

blighted, and the victim is usually unfitted by age and habits to begin a new one.

Nor is vigorous health necessary solely in order to insure the future. There is no place in the Naval Academy for chronically ailing youngsters. There is an excellent hospital, and a fine medical staff ready to cure their temporary illnesses; but to enter a boy knowing that he has, for example, a rheumatic inclination or delicate digestive apparatus, is simply to invite his failure, preceded by a period, more or less long, of unavailing struggle with all the disheartening effects attendant thereupon.

The law requires that he shall be "physically sound, well formed, and of robust constitution." If he is manifestly under weight, or too short for his age, that is a reason for rejection. The Naval Academy shuts its eyes to the fact that some of the greatest minds have been encased in small bodies, and its doors to all boys who are under five feet in height.

With respect to mental qualifications, the prime requisite is that the inclination of the boy's mind shall be analytic and not synthetic. The intellect which seeks to originate, which recoils from details, which is essentially constructive, will find in the Navy no proper field for its exercise. It may work harm. It seldom secures reward, and practically never one that is adequate as compared with the recompense which like abilities command in other careers. A naval officer's work is made up of many acts and many observances under a great variety of conditions. Like all people subject to military discipline, he follows a course laid out by others, often when his own judgment differs from theirs. He cannot criticise the directions of

his superiors; and superiors he is never without. His duty is implicit obedience. Even if he is charged with the control of other people, he is obliged to exercise it in precisely definite ways. This is not an environment which favors original thought or act, or even any material departure from beaten tracks. It is peculiarly one that calls for conservatism of action, and nothing is more certain than that the naval officer is seldom other than typically conservative.

On the other hand, in such conditions the analytic mind finds an almost ideal opportunity for usefulness,—there is so much to occupy it in adapting to the requirements of the Navy the results of ever-advancing progress made elsewhere; there are so many instances in which it can find its best play in co-ordination, in regulation, in classification, and in adaptation, just as necessary in their way as the efforts of constructive genius.

Quick intelligence and a capacity for study are, of course, important; but talents of the showy order are not likely to be useful. The prize scholar who declaims Burke's orations at school exhibitions, or writes thoughtful essays on his understanding of Robert Browning's poems, is less promising on the whole than the youth who has a bull-dog grip on fundamental arithmetic.

In fact, the youth who does not possess a distinct taste for mathematics and applied science had better not seek admission to the Naval Academy. There is not a study which he is called upon to master, saving the languages, and whatever pertains to literature, which does not involve mathematics in some degree. Seamanship, electrical and steam engineering are merely applied mechanics,

and navigation applied mathematics. These are the essential requirements of the naval profession, and they are given the greatest weights in determining the efficiency and standing of the cadets.

Natural inclination for the sea is a desirable qualification, but hardly a necessary one; nor can any specific fitness be predicated upon a fancy for the romantic side of the sailor's life. The " shiver-my-timbers " mariner is extinct in the Navy. The modern naval cadet resents being termed a " middy." The naval officer of to-day looks upon his profession no differently from the lawyer or the doctor, and, even in circumstances which make history, rarely considers his work from other than a matter-of-fact, if not from a severely technical point of view.

THE "GOD OF 2.5."

CHAPTER XXIV

Wherein is Explained how the Naval Cadets are Regulated and Drilled, and what they must Know to Enter the Academy

THE entrance examination of the Naval Academy might be materially increased in difficulty, and still require of the candidate no greater amount of knowledge than any intelligent youth who has attended a public school up to the age of fifteen years ought to possess. The subjects are reading, writing, spelling, arithmetic, geography, English grammar, United States history, world's history, algebra through quadratic equations, and plane geometry. Deficiency in any one of these studies may be, and usually is, sufficient to insure the rejection of a candidate. The detailed requirements in each subject are regularly published, together with typical sets of questions in each, and as these are subject to variation, it is advisable to apply for them to the Superintendent of the Naval Academy when they are wanted.

Generally, however, it may be stated that a candidate must have a thorough familiarity with English grammar, a full and accurate knowledge of the geography of the United States, and such a complete understanding of arithmetic as will enable him at once to proceed to the

higher branches of mathematics without further study of that subject. He must be able to demonstrate any proposition of plane geometry as given in the ordinary text-books, and solve simple geometrical problems either by a construction or by an application of algebra; to state all the leading facts of United States history, and especially those relating to the government of the country; and in the history of the world he must have such information as is usually found in the ordinary so-called general histories.

If a candidate is not already fully prepared at the period of his nomination, comparatively little opportunity is afforded him to become so before he must present himself for examination. If he is nominated in time, he will be directed to report on the 15th of May. If not, he will be examined on the first day of the following September. If either of these dates fall on Sunday, the ensuing Monday is substituted.

With regard to the best mode of preparation, the assistance of some one already familiar with the methods in which the examinations are conducted will be found of value. This does not necessarily imply cramming. A boy coming to either of the great national schools for his first ordeal enters an atmosphere very different in effect upon him from that which pervades the examination room of a private college. Everything about him is strange. He is impressed by his military surroundings, the evidences of rigid discipline, the sounds of the bugles, the uniforms, the minutiæ with which he is ordered—not asked—to comply. All of these are distracting to one who encounters them for the first time, and yet is obliged

to have all his wits about him. He is oppressed also with the knowledge that his nomination is public, that his friends and neighbors know of it, that those whom he has perhaps distanced in competition for the appointment have their eyes upon him, and, finally, that there is an alternate waiting in Annapolis eagerly hoping that he may not succeed, and ready at once to take his place.

The trial, thus considered, is severe, perhaps as serious a one in its way as he may hereafter be called upon to undergo. It is therefore a good plan to take the candidate to Annapolis, if such be possible, in advance of the examination and let him wander around the Academy, which he can freely do, and get acclimatized, so to speak. If he has (or can make) an acquaintance among the cadets, much will be gained.

There are in Annapolis, as in all college towns, schools especially established for preparing candidates for the entrance examination. They usually do good work, and vie with one another in the numbers of pupils whom they successfully qualify. The experienced guardian will readily appreciate, however, the difficulties of the situation, if it be contemplated to place the candidate, especially if his age approach the lower limit, in such a school without immediate home supervision; and will no doubt see the prudence of providing proper parental or equally authoritative control on the spot at all times. If a boy's mother can be with him, that is the best.

There is one queer formality which the cadets have established of late years for the candidates, and that is the salute to the "God of 2.5." How it originated is not clear, but it consists in the candidate walking up to

the ancient figure-head of the *Delaware*, which stands on a pedestal adjacent to the old chapel—now the Lyceum —and represents a fierce Indian warrior—said to be Tecumseh—and then and there, while standing erect, solemnly touching his hat to it. This is supposed to insure success—or at least the superstition is that candidates who do not observe this ceremony take needless chances of failure. Probably the custom is based on that of the cadets themselves, who have also for a long time indulged in similar rank fetishism. They have a notion that the figure exercises a benignant influence to prevent their getting the mark of 2.5, or lower; and thus approaching the dangerous limits of deficiency, for which reason they give it the name above noted.

It is well to keep clearly in mind, that a boy who has simply been crammed with assorted information is likely to fail. The examiners have ways of their own for detecting the fact, and then they regard it as their duty to protect the Academy by increasing the rigor of the trial.

After the examination has been successfully passed, nothing is more natural than that the accepted candidate should wish to return home to receive the congratulations of his admiring relatives; but this is denied him. He assumes his duties immediately. He is "freedom's now and fame's." He is Naval Cadet James Jones, Jr., U.S.N. —an officer of the United States Navy—and not what his father's intimates have hitherto called "Jones's boy." He is no longer a "boy" at all; for "boy" is a rating among the enlisted force of the Navy, and a low one; and indeed, it is even discourteous to a naval cadet to call him a boy; albeit I have done so all through this

book, and hereby tender apologies to the battalion accordingly. He is always Mr. Jones—not Jones or Jim, —and he is spoken of officially never otherwise than by his title, or as a "gentleman"; nor may he himself otherwise refer to his comrades. For no matter how humble his extraction may be, in the purview of the unwritten laws of caste which prevail in republics as everywhere else, the moment he dons the uniform of the United States officer he is a gentleman by right of his profession; and he can rest assured that his professional brethren will see to it that he continues one in every act and observance in the fullest sense of the term.

He is now required to sign articles by which he binds himself to serve in the United States Navy for eight years (including his time of probation at the Naval Academy) unless sooner discharged, and to take the oath to support the Constitution, etc. He then—or rather his guardian for him—pays to the paymaster of the Academy a deposit of $20, to be expended, under the direction of the Superintendent, for text-books and other authorized articles not in the general supply list; and at the time of this writing the further sum of $196.39, which covers the purchase of an entire wardrobe. This is the first evidence that he receives of the extreme minuteness of the manner in which he is going to be regulated. He cannot select even his own shirts, collars, or cuffs; they must, like his uniforms, comply exactly with the regulations, and hence must be obtained from the Naval Academy store-keeper. His nearer underwear he can choose for himself, and he is not obliged to acquire "one wash-basin and pitcher," "one cake of

MEMORIAL AND ASSEMBLY HALL IN THE PROJECTED NEW CADETS' QUARTERS AT THE NAVAL ACADEMY.

(From the architect's drawing.)

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soap," and " one tooth-brush," besides some other small articles in conformity with Uncle Sam's ideas unless he likes. The prices charged are, however, very reasonable, and much less than they are anywhere else, for the Government buys everything in quantities and by contract, and under all sorts of supervisions, inspections, and tests. An allowance is made for the utilizable clothing, etc., brought from home, and one month after admission the cadet is credited with his actual expenses in travelling from his home to the Academy; also with his first month's pay, for his country is now not only about to give him one of the best educations in the world, but to pay him $500 per year and the ration (commuted at 30 cents per day) for receiving it.

If the youngster enters in May, he goes to the *Santee*, and on that ancient hulk begins his career afloat. He sleeps in a hammock slung from the beams of the berth-deck, just as his predecessors did in the school-ships years before, and has the same struggle with that unruly couch until he masters it. He stows his clothes in the old lockers which still line the sides of the vessel, and repairs for his ablutions to the same old wash-room forward which years ago was the scene of " running " many an unhappy plebe. The first uniform that he wears is the working dress,—white canvas jumper over a blue knit shirt, canvas trousers, white hat or knit cap as ordered, and black silk neckerchief. It is not an elegant attire, nor does the stencilling of the cadet's name in big black letters across his bosom add to its *recherché* appearance. But it is good and strong, and will stand hard wear, and costs, everything included, only $3.85.

If the cadet enters in May, he undertakes no regular studies; and the work cut out for him during the summer depends upon whether he is sent to the practice ship on her regular cruise, or whether he is kept at Annapolis on the *Santee*. If he proceeds to the practice ship, he undergoes an experience similar to that of all of his predecessors; but, unlike most of them, at an earlier period of his career. It seems rather a sudden change to convert a youth from a land-abiding citizen into a deep-sea sailor at a bound; but, so far, no harm has come from it, although the extreme greenness of the neophytes makes it rather more difficult for them to acquire their sea legs, and for the officers and older cadets to teach them to work right. On their return from the cruise, however, they are usually bronzed and hearty mariners, with fine appetites; but still they do not get home. The fourth class, to which they belong, never receives leave; so they repair once more to the *Santee* until the regular school year begins on October 1st.

When the "May plebes" remain on the *Santee* all summer, they have a regular routine which keeps them employed from gun fire and reveillé at six o'clock in the morning to "taps" at ten o'clock at night. Their work is, however, purely practical. They are taught the setting-up drill and school of the infantry squad, they work in the rigging-loft and learn to make all the knots and splices, they become familiar with the guns and their parts, they are well drilled at rowing and sailing in the boats, and they are made proficient swimmers. For recreation, they have all the usual athletic sports and every facility for enjoying them, and the long summer evenings

are free from study hours. Their food—for which they repair to the old mess-hall under the Seamanship building—is plain but good; and they march to meals three times a day and enjoy them in a way to excite the envy of a Sybarite. In brief, they have an ideal boy's existence. There is no mischief they can get into. However hot the weather in the town, it is never unduly warm on Windmill Point and the water. And after the summer has passed pleasantly and profitably, the 1st of October finds them hearty and healthy, and ready for the mental work which is now before them.

Meanwhile the September examinations have been held, and a new batch of youngsters comes trooping to the *Santee*, thus completing the entering class. Then the experienced officers, whose past career I have just traced, regard the newcomers with a patronizing air born of superior knowledge; and if they dared, which at present they do not, would willingly conduct their younger brethren behind the photographer's house near the Severn sea-wall, and stand them on their heads and otherwise be-devil them, as was the fashion in days now gone.

The practice ship comes back on about the 28th of August with her crew in a fever of anticipation of coming leave of absence; and for a day or so the Academy is in an uproar with departing youngsters, and the colored express facilities of Annapolis groan under the abnormal strain of many scores of trunks to be transported and checked to all parts of the land. The united plebes are, however, not disturbed, and their routine goes on until the multitudinous trunks begin to come back again, and their owners likewise, though not so joyously as they

went forth. Then farewell is bidden to the *Santee* and hammocks and lockers, and the fourth class moves over to the new quarters and ensconces itself two in a room on the top floor of that ugly combination of factory and hotel which, by grace of Congress, it is hoped will soon disappear.

The cadets' rooms are not exactly luxurious, except by contrast with swinging in a hammock and living in a locker—and then they are palatial. Works of art do not adorn the painted walls, although they can be displayed on one shelf of the wardrobe provided the doors are kept closed. There are no carpets except the bed rugs. The beds themselves are of the most uncompromising wrought-iron variety, and the rest of the furniture includes only the bare necessities. Anything more the cadets would not have even if it were permissible. They do all their own chamber-work as it is—bed-making included, and floor-washing barred—and more furniture would make more work. There is no opportunity for exercising a discriminating taste in the arrangement of the apartments. The interior regulations for the Naval Academy look after all that, and admit of no argument about the æsthetic quality of what they prescribe.

For anything to be out of its place when a room is ready for inspection — which is all the time from 8 A.M. to evening roll call—means demerits for the cadet who is in charge of it for the week, a duty which is taken in turn by the two occupants.

In front of the old quarters and running to Maryland Avenue extends the brick walk upon which all the ordinary formations of the battalion are held. At the end

of it rises the Tripoli Monument, flanked on each side by naval guns captured from the Spaniards in the recent war, and by platforms on which are benches. Woe to the unlucky plebe who ventures on these seats! Those on the left of the monument, as one faces toward the building, are sacred to the first class, those on the right to the third class, and they are the gathering-places of the respective classes, as "behind the Battery" used to be the rendezvous for the old midshipmen of fifty years ago. Nor may the plebe venture on the path leading from the Herndon Monument, known as Love Lane, nor on the brick walk which extends directly from the Observatory to the Steam building, for that is for the second-class men. But everywhere else is open to him, and the fact that he is a plebe is no bar to his achieving prominence in the football team, or in the rowing crew, or on the baseball nine, or in any other of the athletic organizations which he is encouraged to join.

There is no hazing — but if a plebe shows undue conceit, and essays to impress his comrades with his peculiar social or political importance, or the wealth of his relatives, or gives any indication of a notion that the Navy is especially favored by his presence in it, it is not unlikely that over the chatter of the mess-table his voice may be heard recounting an idiotic story, or he may be found in some part of the grounds solemnly singing his last laundry list to the tune of "Yankee Doodle," or through some mysterious telepathy his arms may suddenly place themselves akimbo while he promenades the brick walks, or he may prefer to compliment the upperclass men by dedicating to them a composition of not

less than 1900 words on some such subject as the "Thingness of the Is." But whatever he does is purely voluntary — or at least seems so; indeed, he rather prefers to do it than otherwise — and if he has sound sense, with perfect good nature.

The new cadet soon discovers that he is a part of a great machine, made up of many other parts like himself, and that every part has certain definite things to do at certain times. He finds that, with perhaps eight or ten others, he is a member of a crew, that four of such crews together form a division, and that four divisions constitute the entire battalion, and this is the fundamental military organization, which resembles, in fact, that of a ship-of-war. Each crew contains a proportional number of the members of the several classes, and is commanded by two cadet petty officers—the so-called first captain, being a cadet "petty officer of the first class" and a senior-class man in the Academy, and the second captain, a cadet "petty officer of the second class" and selected from the second class in the Academy. The divisional cadet officers are a cadet lieutenant, a cadet junior lieutenant, and a cadet ensign. The battalion cadet officers are the cadet lieutenant-commander, the adjutant, who is a cadet junior lieutenant, and the cadet chief petty officer. These various grades are indicated by stripes and other marks worn on the uniform. Thus the cadet lieutenant-commander has on the sleeves of his full-dress uniform jacket four stripes of narrow gold lace surmounted by a star, and the cadet lieutenants, junior lieutenants, and ensigns, respectively, three stripes, two stripes, and one stripe, similarly placed. The cadets call

these favored individuals the " stripers." They correspond to the commissioned officers of a warship, and in all the evolutions have similar duties to those of commissioned officers holding like grades. The cadet petty officers likewise parallel the petty officers in regular service, and these are about the same as the non-commissioned officers in the Army organization. The cadet chief petty officer is designated by a gold eagle — disrespectfully termed " buzzard " by the cadets — above which are two stars and below three small chevrons, this badge being worn on the right sleeve. Cadet petty officers of the first class have a single star above the eagle and no chevrons. Those of the second class have the eagle and chevrons, but no stars.

Through these cadet officers the discipline of the Academy in large measure is directly enforced. They have much power, both official and individual—and they are held to a strict accountability for the use of it. The positions are highly prized by the cadets, and their evanescent glories eagerly worked for. To " break " or degrade a cadet from his cadet rank is a punishment which is deemed very severe, and it is rarely inflicted.

The divisional arrangement is the basis of the various organizations for drills. Thus each division becomes an infantry company whereof the cadet lieutenant is chief, and so on for the light artillery and boat exercises; but the great difference between the system of to-day and that which has prevailed over the larger portion of the Academy's existence is due to the changes in great guns. The old broadside muzzle-loading gun, mounted on its roller carriage and run in and out by tackles, has long

since become obsolete, and the guns' crew which manipulated it has likewise gone. It is hard to imagine the cadets no longer crowding the gun-deck of the *Santee* at the beat "to quarters," and dragging the old guns in and out as if the fate of the nation depended on the celerity of their movements, and, when the Board of Visitors came, winding up the exercises with a broadside which would rattle the glass all over the Academy, and add another collection of round shot to the iron mine which their predecessors had been making for years at the bottom of Annapolis harbor. But the guns have departed, and even the drums which sounded the call are silent, and in place thereof a certain number of cadets of the same class repair to the gun-shed where several highly organized killing machines are installed, and these they manipulate until a target out in the bay is riddled with expensive steel bolts. Or else they embark on the tug *Standish* or the famous *Gloucester*, and practise from the moving deck at imaginary torpedo-boats.

The young cadet having discovered that he is a part of a machine, soon also perceives that that machine operates in accordance with a very simple and definite system. Out of the twenty-four hours which make up the day, he studies and is instructed during one third of the period, he drills, amuses himself, and eats during another third, and he sleeps during the remaining third. Of the eight hours which are devoted to study and recitation, four occur in the forenoon, two in the afternoon, and two in the evening. The evening hours are devoted solely to study for the preparation of the tasks for the next day. Of the six daylight hours, three are allotted

to recitations in the section room, and therefore to direct instruction, and during the remaining three the cadets are required to be in their own rooms, where perfect order and quiet must be maintained. No visiting between the rooms is permitted during study hours under severe penalty. Out of the eight hours allotted to recreation and drill (or as the last is more commonly termed nowadays "practical instruction"), the time afforded for recreation extends for about twenty minutes after dinner and until the call for afternoon studies; then from the close of the drill or dress parade, for a second period, which varies from half an hour to an hour; and again after supper, and until the call to the rooms for evening study, which is a third period of about half an hour more. There is also another brief period of half an hour between the close of evening studies and the sounding of " taps " at 10 P.M., when all lights must be out and every one in bed, there to sleep until six the next morning. On Wednesday afternoons after four o'clock is recreation time, and on Saturdays there are studies and drills only up to dinner. After that meal the afternoon is clear, and the football games with the visiting teams from other colleges are played on the drill ground, and the visitors flock in — especially everybody's sister and her friend,— and the colors of the Academy, blue and gold, blaze everywhere, and the battalion groups itself on one side of the gridiron and yells " 'Rah–'Rah–'Rah–Hi–Ho–Ha–U. S. N. A.–Siss–B–o–o–m–A–a–h–Nav–e–e–e! " with so much enthusiasm that when a good tackle is made for the Navy side, gray-headed and portly gentlemen with gold and silver leaves on the collars of their

blouses may be observed suddenly to burst into similar vociferations, and continue them until they catch one another's eye, when they brace up and endeavor to look properly dignified and sedate.

On Saturday evenings, the Armory is brilliantly lighted, and again every one's sister and her friend arrive, and the band, which from long experience plays dance music to perfection, keeps feet flying until eleven o'clock, when the plaintive bugle notes of "taps" end the day. The Academy band discourses excellent music, not only at the hops, but twice a day on the parade, and it precedes the battalion as it marches to and from drill.

There is always a graduation ball given by the new first class to the class which has just been graduated, and sometimes a so-called " first-class ball," which is given by the senior class in the winter. For the fourth-class man who has just entered into the glories of the third class, the June ball is a most important occasion, because it is the first time he is permitted to come on the floor and dance with a partner of the opposite sex. The behavior of the third-class youngsters on this occasion is always carefully watched by the upper-class men, who derive much satisfaction from observing the gracefulness of their movements.

For those students who prefer more placid enjoyments, the library of some thirty thousand volumes furnishes abundant opportunities for desultory reading as well as study and research. In 1899, it received as a gift from Messrs. Robert M. Thompson, Edward J. Berwind, and the author, the collection of electrical works which the last had made during the preceding fifteen

years, including every original treatise on the subject of electricity, many dating from the fifteenth and sixteenth centuries; besides all the important electrical books of modern times, so that the Naval Academy library is now superior in this field to any other in the country, and has few rivals in the world. In view of the constantly augmenting application of electricity to naval warfare, the facilities thus offered the cadets, it is hoped, may prove of value to the country.

The trophies in the old chapel are always a source of lively interest, especially to those of the cadets who for the first time are critically studying the famous victories of the Navy. There are the captured flags of the *Insurgente* and the *Java*, and the *Macedonian* and the *Guerrière* and the *Levant* and the *Reindeer*, besides a host of others, every one with its story to tell. And there also is Perry's famous blue burgee, worn at his masthead during the battle of Lake Erie, with Lawrence's last words, "Don't give up the ship" in straggling white letters on it; and the flag of the Algerine frigate *Mesoura*, and Mexican banners, and now the Spanish ensigns which were lowered at Santiago and Manila. It is a very inspiring sight that lot of old bunting, some of it still bearing tell tale red stains and riddled with shot holes.

On Sundays during the forenoon cadets are allowed to attend church in Annapolis, if a request to that effect is sent by their parents; but in the absence of such request they are all obliged to go to the Academy chapel. As a rule, the majority of the cadets prefer to attend the Academy services, which are conducted by the chaplain, and are non-sectarian. It is customary to hold divine

service on Sundays in all ships in commission in the Navy, and as very few war vessels carry chaplains, it becomes the duty of the captain or executive officer to read the prayers. The Book of Common Prayer of the Episcopal Church is used for this purpose, and for the same reason the chaplain of the Naval Academy, regardless of his own particular denomination, models his services upon the same prayer-book in order to accustom the cadets to its use. There is not now, and never has been, in the Naval Academy any disciplinary interference with the church attendance of any cadet, nor is permission ever denied to those who desire to attend churches in the town.

During a part of Sunday afternoon the cadets must be in their rooms. There are study hours, as usual, in the evening. The net result of it all is that during the week the cadets have about forty-four hours of study and theoretical instruction, and from seven to nine hours' practical instruction or drill; so that out of the eleven months while they are at the Academy—one month leave of absence being given at the close of the practice cruise—not only are three months devoted to the cruise itself, which is purely practical work, but about fifteen per cent. of the scholastic year in the institution itself is also allotted to practical exercises.

If this be considered small in comparison with the time which the average college student has for recreation and athletic sports, it must be remembered that this is the only period during his entire career when a naval officer is forced to study, and thus lay the foundation for his professional knowledge, and even this is short when the

multiplicity of the subjects in which he must be versed is considered. It is true that after he has been graduated, and even after he has reached command rank, he may be ordered to the War College or to the Torpedo School for special instruction; but there he is practically his own master, and can learn or not as he chooses. In the Naval Academy, on the other hand, he has no discretion; he must do the work that is set before him, and in all scholastic branches must attain an average mark equal to 62½ per cent. of the maximum, in order to avoid the danger of being found deficient, and having his career abruptly closed.

Since athletics have largely entered into the Naval Academy life, and the cadets have been permitted to enter into competition with the students of other colleges in football and other sports, there has been a constant struggle between their natural desire to excel in such exercises and the obstacle which is presented by the great brevity of the recreation periods. The football teams and the crews of the rowing shells not infrequently sacrifice part of their meal time to obtain a few minutes' extra practice, or they rise at an even earlier hour in the morning to get the necessary opportunity, and sometimes, when a football match of more than usual interest is on, the teams can be found practising by the electric light after nightfall in the area immediately in the rear of the new quarters. Occasionally the authorities will release the members of a team from some portion of evening study hours for this purpose; but it is the inflexible rule that a cadet shall never sacrifice his scholastic standing to become proficient in any athletic sport; and the

moment it is found that he is doing this, his athletic privileges are at once curtailed, or he is debarred from a place upon the regular teams.

The necessity for a stringent rule of this kind will be obvious when it is remembered that not only has the cadet all he can do to master the necessary studies within the period of four years afforded, but that his future place in the Navy and his promotion therein depend directly upon the final graduating position which he takes in his class. All of the line officers of the Navy are arranged in a straight line, from admiral down to the lowest ensign, and subsequent advancement is strictly by seniority, the individuals moving up to take the places of their predecessors as the latter die, resign, or are retired. Nothing disturbs this regular movement upward except a reduction in numbers following the sentence of a court-martial, or advancement in numbers for gallantry or distinguished services in time of war. It follows, therefore, that the cadet who devotes himself to athletics or other recreations at the expense of his class standing may find in after years that he is kept in a lower grade, waiting for those above him to rise, much longer than he otherwise would have been, and with a consequent proportionate loss in rank and pay.

Probably the United States Navy is the only organization in the world wherein a boy's college standing exercises so important an influence upon his place in his profession during his entire after-life; but none the less such is the fact, and it is one of which the cadet who contemplates making the Navy a lifetime career should never lose sight.

During the working hours, and except when actually in his room, the cadet is never out of some military formation. He is perpetually being mustered and marched. After the morning gun fires, he has forty minutes in which to dress himself and put his room in order, and then he falls into ranks for the morning roll call. Then he goes to breakfast and to prayers, and at half-past seven, if he is sick, reports himself to the surgeon. If that officer finds he is sufficiently unwell, he may be put on the sick-list, which excuses him from all studies and exercises for the day, and perhaps sends him to the hospital; or he may be put on another list, which releases him simply from the practical drills. Otherwise, he begins his study and recitation period at eight o'clock. At the end of the morning hours comes dinner, and a brief recreation, then the afternoon study hours, then drill and perhaps dress parade, and then the evening study hours, and so the day closes.

There are two principal formations, as they are called, one of which takes place before meals, and the other when the cadets go to recitation. In the first, the battalion falls in by divisions on the brick walk leading from the quarters to the Tripoli Monument. The cadet lieutenant-commander, who then takes charge, posts himself on a white brick on a cross-walk in front of the battalion. The separate divisions are aligned by the cadet lieutenants, mustered by their petty officers, and finally aligned by the adjutant, who subsequently takes his place on another white brick on the same cross-walk, but between the cadet lieutenant-commander and the battalion; and then he publishes whatever orders there may be to make

known to the cadets, or reads the conduct report; and finally the battalion is faced to the right by the cadet lieutenant-commander, and it is marched, a division at a time, into the mess-hall by the respective division chiefs.

The other principal formation does not involve the whole battalion but only such parts of it as are to proceed to recitation at the time for purposes of instruction in the class-rooms. Each class is divided into sections in each study, the cadets being arranged in the order of their standing or average marks in that study for the preceding month. When the call to recitation is sounded by the bugle, the several sections fall in on the brick walk in front of the new quarters in the immediate charge of the senior cadet officer present. Each section has a leader, who is appointed by the Commandant of Cadets, and who musters his section and reports his absentees to the officer of the day, and after that is done the sections are subsequently marched in charge of their leaders to the various recitation-rooms. On reaching a recitation-room, the cadets of the section form in front of it, ranks are broken, the room entered, and the section leader turns over the charge of the section to the instructor. The recitation then goes on in the usual way, some of the cadets being sent to the blackboards to write down their demonstrations and others are questioned individually, until the allotted time has elapsed, and then the instructor in turn transfers the charge of the section back to its leader, who forms it once more outside of the recitation-room door and marches it back to quarters, reporting himself to the commissioned officer in charge who is

on duty that day, and after that the section is dismissed, and the cadets repair to their rooms.

To any visitors of the Academy not familiar with the details of the routine it seems that all day long there is a constant falling in and out of divisions and companies, an unremitting series of more or less unintelligible bugle calls, and a marching hither and thither of small bodies of cadets in all possible directions. But as I have said, it is a machine, every part of which operates in perfect order and without the slightest friction or confusion, and the young cadet soon masters all of its intricacies, so that in a very few days his action is as automatic as that of his older comrades.

PLEBES AT TARGET-FIRING.
From the author's "Shakings," 1867.

CHAPTER XXV

Wherein the Organization of the Academy and the Branches of Learning there Taught are Considered

THE football field, the tennis grounds, the beautifully equipped gymnasium, the school buildings, and, on Saturday afternoons, the cadets in little groups strolling around the walks, all go to suggest the atmosphere of an ordinary college, and only the uniforms and the old guns scattered about the enclosure and the ancient hulk of the *Santee* or the tall masts of the practice ships moored to the wharf or out in the stream seem strange. But the resemblance goes no further than this merely superficial aspect. The iron hand of discipline is everywhere exerted. There are no bolting of recitations, no cutting of chapel, no spreads or parties in rooms, no skylarking in the hall or corridors, no fraternities, no nocturnal raids into the town, no selection of what will be studied and what not, and no Christmas holidays at home; and even if you watch the youngsters themselves as they stroll around the paths which border the trim lawns, you will constantly see things done which one never sees on the campus of the college. There may be a flagstaff in the college field with the ensign floating from it, but one never sees the students who are lounging

around in the vicinity suddenly straighten and stand erect at the notes of the bugle, no matter where they may be, and then, facing the ascending or descending colors, remain as rigid as statues with their hands at salute to their caps.

Besides, lounging among the cadets is never sprawling. They can go to the tennis ground or to the ball fields and play as ordinary individuals, and wear the roughest of garments, and roll on the earth to their hearts' content; but once in uniform they must be trim, and white gloves must be worn, and no professor or officer can be passed without those white gloves going instantly to the cap, so that the youngsters' arms are in more or less perpetual vibration. Then underneath it all is the existence of the police; not the watchmen who patrol the grounds and simply have general care of the public property, nor yet the marine sentries who silently pace their beats at the gate, but the police organization which is formed mainly of the cadets themselves, and this is more complicated.

At the head of it is the Commandant of Cadets, the officer attached to the institution who is next in rank to the Superintendent — usually a commander in the Navy. Assisting him are four or more commissioned officers of the rank of lieutenant or lieutenant-commander, each one of whom has direct charge of the battalion during his tour of duty of twenty-four hours, from which he gets the name of "officer in charge." The immediate assistant of the officer in charge is the "officer of the day." He is a cadet of the first class. Then on each floor of the quarters is stationed a " cadet in charge," who is always either of the first class or of a higher class than the cadets

who happen to room on the particular floor which is under his jurisdiction; and finally, in each room, as I have said, one of the cadets living therein is regarded as in charge of it for a week at a time.

For the condition of the room the cadet in charge of it is responsible. For the condition of the floor and for seeing that those who live thereon are in their rooms during study hours and maintain quiet, the cadet in charge of the floor is responsible. It is his business to know where every cadet of that floor is at all times during the working hours. For the supervision of the cadets in charge of floors and of the sections which form for recitation and for looking up absentees the officer of the day is responsible, and for the condition of the whole building and the maintenance of order everywhere in it, the commissioned officer in charge is responsible; and, lastly, for the discipline of the entire battalion at all times and all seasons the Commandant of Cadets, who is the titular head of the Department of Discipline, is himself responsible.

The only times when the professors or instructors are in charge of the cadets is during actual recitations or drills. Such is the network with which this body of boys is encompassed and which has for its function the keeping of them in order. It might well be supposed that in such an environment there would be no chance for disorder; but that is to overlook the ingenious capacity of boy nature for dodging restraints. Not long ago an effervescent lot of them hoisted a pirate flag over the new quarters.

The Department of Discipline acts upon the cadets in

GRAND ENTRANCE TO THE PROJECTED NEW CADETS' QUARTERS AT THE NAVAL ACADEMY.

(From the architect's drawing.)

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two ways: it rewards them for being good, it punishes them for being bad. It never proceeds arbitrarily. It is governed by a minute code of regulations which no cadet need ever infringe without knowing precisely what is going to happen to him if he does so and gets caught, which, of course, is not always the case, despite the ingenuity of the means provided for catching him. Upon the number of demerits which are received depends first the cadet's place in the conduct grades, and second his actual status in the Academy. The aggregate of demerits allowed for each class varies. The fourth-class man who has just entered the Academy is permitted to earn twice as many as the senior-class man in his last year, before he incurs danger of being found deficient in conduct and so reported to the Navy Department. If more than these are got, the cadet is in peril of being dropped from the School, or if he manages to get two thirds of the permitted total number during the half-year before the semi-annual examination he is also in jeopardy. The cadet can therefore estimate for himself just how much misbehavior he can afford at any time, and if he is perilously near to the limit, he may perceive that a comparatively small offence may be sufficient to terminate his connection with the Naval Academy.

The cadet gets these demerits through the medium of the intricate police force which I have already described. Anybody over him may report him, and that is quite a formidable list, for it includes not only those in whose immediate charge he may happen to be at a particular moment, such as, for example, the captain of his company, or the leader of his section, or the cadet in charge

of his floor, but any official, cadet or otherwise, who may detect him in the dereliction. The report against him goes to the Commandant of Cadets in writing. There are many officials charged with the making of such reports on all subjects, and at the end of the day there is quite an accumulation of documents to be examined and tabulated and a "daily report of conduct" evolved therefrom, which is the work of the officer of the day.

The conduct report contains the names of all the cadets who are charged with misdemeanor, and a brief statement of the offences; and it is read to the battalion by the adjutant at morning formation, and posted for twenty-four hours, so that all may see it within that period. The cadets who have any excuses to offer must present them in writing to the Commandant. This they are required to do in a precise and definite form, and their cases thus being made up, the Commandant proceeds to consider them. If he accepts the excuses, that is the end of the charge; if not, he awards the proper number of demerits, and the report then goes to the Superintendent for final confirmation.

The present system of conduct grades is intended not merely to obviate the need of special or additional punishments, but also to secure the distribution of privileges to those who most deserve them. The result is that it is now seldom that a cadet is subjected to confinement on the *Santee* except for some unusual or aggravated offence. The members of each class obtain their places in the several conduct grades in accordance with the number of demerits which they have received during a preceding month. Of these grades there are three.

In addition to this there is a sliding scale for pocket money, the allowance of which depends upon the grade in which the cadet may be.

At the end of an academic year marks are assigned for conduct in accordance with the number of demerits which may have been received; the maximum conduct mark being 4, there is subtracted from it a certain proportion for every demerit of record.

It is practically impossible for an undergraduate to avoid demerits in some proportion, and so long as they are not earned for serious lapses in good behavior or wanton infractions of discipline, their effect is little more than the temporary loss of privileges and, of course, reduction in class standing.

The distinction between the line of the Navy and the engineer corps has been obliterated by law. The cadets in the Naval Academy are now all on the same footing, and every member in each of the four classes pursues the course of study marked out for his class. The arrangement of the studies is somewhat variable, and is often modified by the Superintendent; but at the present time (1900) there are ten recognized departments as follows:

1. Discipline.
2. Seamanship.
3. Ordnance and Gunnery.
4. Navigation.
5. Marine Engineering and Naval Construction (which includes steam engineering, mechanics, and naval construction).
6. Physics and Chemistry.

7. Mathematics.
8. English and Law.
9. Languages.
10. Hygiene.

The Department of Discipline takes cognizance not only of the conduct of the cadet, which is regulated by the code of punishments, etc., which has already been explained, but also of his efficiency as an officer. If he is the leader of a section for recitation, it watches him to see how he performs his duties. When he goes to the senior class and is assigned as a drill officer, again it takes note of his proficiency. Wherever he is put in a position of responsibility or command, those immediately over him carefully observe his behavior, and express their appreciation of it by marking him accordingly.

The functions of the other departments are to instruct the cadet in the several subjects which form their respective provinces. Each one of them, with the exception of the Department of Physics, is under the presidency of a commissioned officer of the Navy. In each department also there are a number of assistant professors or instructors, the large majority of whom are commissioned officers in the Navy.

So far as the teaching force is concerned, and this includes the men who have really made the Naval Academy, the single controlling fact is that the institution has become self-generating and self-sustaining, in that in all its departments it is now mainly controlled by its own graduates, and in a comparatively short space of time will doubtless be wholly so governed. At the outset, and as a matter of course, there were no graduates

among the instructors. At the present time the proportion of non-graduates to graduates is only about twenty per cent. If the entire lifetime of the School be considered, the teaching non-graduates form about thirty-six per cent. of all the instructors, and this result is the same whether it be based on the aggregate periods of service at the Academy or upon the relative numbers of individuals.

The proportion of civilian instructors to those holding official rank is small, and averages for the entire school period a little less than twelve per cent. In some departments the senior professors, being naval officers, change every two or three years. Professor Nathaniel M. Terry, the Dean of the corps of professors, on the other hand, has presided over the Department of Physics for nearly a quarter of a century, and Professor William W. Hendrickson, over that of Mathematics for almost as long a time.

Professor William W. Fay died in 1898, after most creditable and distinguished service in the Department of English for thirty-seven years. The oldest instructor at the Naval Academy at the present time is Monsieur Corbesier, the sword master, a typical "*beau sabreur*," who won his spurs in Algiers, who has drilled and set up fully thirty-five classes of "plebes"; and yet who still shows no abatement in the agility of his movements or the vigor of his commands. Out of seventy-one civilian professors who have served at the Academy, twenty-one have held their places more than ten years. On the other hand, out of the 430 commissioned officers, graduates of the Academy, who have acted as instructors, but

seventeen have equalled or exceeded the last-named period.

The details of the subjects taught by the several departments are, of course, constantly changing as progress makes necessary. The so-called "professionals," Seamanship, Ordnance, Navigation, and Steam Engineering, are imparted with great detail in the most practical manner. The cadet is required to do all the duties of every grade of seaman and engineer at some time during his course, and he serves in every position at the guns, and there is no practical problem in navigation which he is not called upon thoroughly to understand. In the more general studies, the course is not as advanced as that which one ordinarily finds in colleges of the higher grade. In the Department of Mathematics he is carried through the differential and integral calculus. The curriculum in Physics is quite extensive, and includes a short course in practical chemistry. In Mathematics the subjects are algebra, geometry, trigonometry, and descriptive and analytical geometry. The English Department does not seek to educate the cadet in *belles-lettres*, but rather to give him a good English style and a fair knowledge of history, and a sound basis in international law on which he may proceed later in life to those studies which will keep him from getting into trouble with his Government when he undertakes to unravel knotty questions as to the duties of neutrals and the right of asylum. The study of the French language is obligatory. Spanish and German may be studied as part of an advanced course. The Department of Drawing deals only with mechanical drawing, and after a

course in the fundamentals, the cadet is taught how to draw chiefly guns, gun-carriages, and machinery used on board ship. Free-hand drawing is no longer taught, although it ought to be.

The advanced courses in the several branches of study are permitted only as extensions of the regular course, and under many restictions in point of time and qualifications. At the present time they are seldom taken, inasmuch as the cadet has about all he can do to master the subjects in the regular curriculum.

The marking system is the same as has prevailed at the Academy from the beginning; and, as already stated, the cadet is marked for every recitation which he makes by the instructor who hears him. As the instructors are constantly shifting around, the cadet will recite to all in a given department in a given space of time, so that his average mark is really in a sense the judgment of all the professors in that particular department; and in this way any tendency of one professor to mark too high, or another to mark too low, finds its compensation.

There are three sorts of examinations: monthly, semi-annual, and annual. The monthly examinations take place during the first three or last three days of every academic month, excepting January and May, and they are limited to the subject-matter studied during the preceding month. These are written examinations. The academic year is divided into two terms, the first term ending in the latter part of January and the second term with the close of the academic year. The semi-annual examination occurs at the end of the first term, and the annual examination at the end of the second. These

examinations may be either written or oral, or both. They are conducted with great strictness, and although no pledge is required from the cadet in regard to his conduct while in or absent from the examination room, any attempt to use unfair means is regarded as a very serious matter, and subjects the delinquent not only to severe punishment, but inflicts zero as his examination mark.

The marks given at examinations count quite heavily in determining the final standing of the cadet. Thus the final mark for any given month is determined by doubling the mean of his weekly average marks and adding thereto the examination mark and dividing by three; while the final mark for a term is found by adding the mean of the final monthly marks multiplied by three to the mark received at examination and dividing the same by four. So that it will be seen that the mean of the weekly averages in any month combined with the examination mark in the proportions indicated, constitutes the monthly average for that month, and then the mean of the monthly averages for the term combined with the semi-annual or annual examination mark constitutes the final average for the term, and when the same subject continues through both terms, the mean of both terms constitutes the final average for the year. This is of course somewhat mathematical and not very easy to follow, especially when the numerous exceptions, which are hardly worth stating here, and which are dependent upon the number of recitations per month, and so on, are also taken into consideration. It is important proof, however, that the scholastic work of the cadet is constantly under just as minute scrutiny as his conduct.

The net result of all that the cadet does, whether in study or in conduct, or in proving his own efficiency as an officer, is found in the merit roll of each class. At the annual examinations the final average of each cadet is multiplied by the coefficient assigned to each branch of study and the sum of the products is the final multiple for the year. The names of the cadets are then arranged in order according to the common multiple. At the top of the list are the fortunate youngsters who have achieved eighty-five per cent. of the multiple, and who are known as the "star men" of their class. They wear stars on the collars of their jackets in addition to the anchors, and when their names are printed in the Naval Academy Register an asterisk precedes them. Then come the other members of the class who have successfully passed the examination and to whom class numbers are therefore assigned, and finally at the end of the procession are those who have been found deficient, or, as they are commonly called, "the bilgers," and whose further stay in the Academy will be by grace of the authorities, if at all. These unlucky youngsters are the ones who have not succeeded in maintaining an average mark of 2.5, or 62½ per cent. of the maximum, as a final average for the term or year, in some one branch or possibly two or more branches.

The simple statement of the required average shows what the standard of scholarship is that the Naval Academy requires. There is nothing discretionary about it. The line of demarcation is sharply drawn. A boy with an average of 2.6 is safe; one with an average of 2.4 must be reported as deficient, and if so reported his career may

be abruptly ended. His fate is determined by the Academic Board, which is made up of the Superintendent, the Commandant, and the heads of the several departments in solemn session. If deficiency is reported in professional subjects, there is not much hope; if, on the contrary, it is in English or the languages, the Board may permit the student to go on with his class; but there is no turning back of the student to begin over again the same course with the next ensuing class. He must either go on with his own class, or not go on at all.

No one is ever taken by surprise in these ordeals. The student always knows his weekly averages and his monthly averages, and if he has fallen in these below the standard he is very apt to find his name included in that somewhat dismal list which is posted before the examinations and which the cadets call the "Maypole" in June and the "Christmas Tree" in December. If he do not choose to heed these warnings, he knows what his fate will be.

After the annual examination of each year, the cadets proceed aboard the practice ship and go on a cruise, which usually lasts until the 28th of August. Sometimes it is along the Atlantic coast from the capes of Virginia to Gardiner's Bay; sometimes it is extended to Madeira or even to European waters.

On board the practice ship the cadets do all the duties from those of common seamen up to those of officers of the deck. The members of the junior classes are sent aloft to handle sail side by side with the enlisted men, of whom there are usually sufficient to keep the vessel clean. This is generally their work on their first cruise. On their second cruise they are promoted to a little

THE NAVAL ACADEMY PRACTICE SHIP "CHESAPEAKE."

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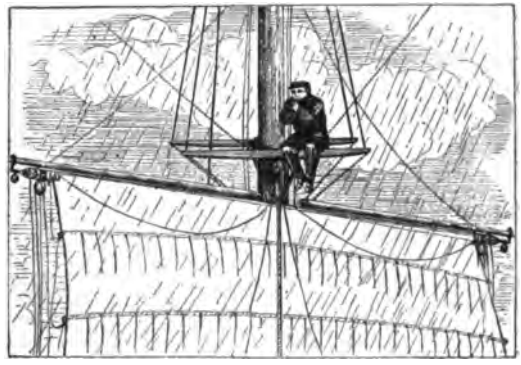
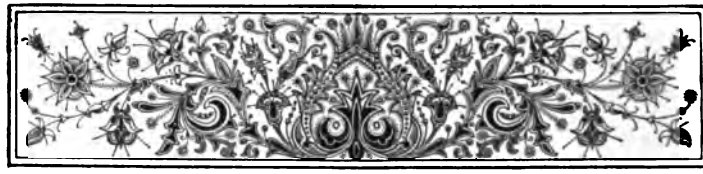
higher position, such as captain of top, boatswain's mate, etc., and the third cruise usually carries with it still higher place, and the cadet is then required to take the trumpet and handle the ship alone, with of course a commissioned officer watching him to see that he gets into no trouble.



MAST-HEADED FOR PUNISHMENT.
From the author's "Shakings," 1867.



CHAPTER XXVI

Wherein the Cadet's Career at the Naval Academy Terminates, and his Advent into the Navy as a Commissioned Officer Follows

THE annual examinations in June are dignified by the presence of the Board of Visitors, which is appointed by the President to inspect everything in and about the entire institution. The Board generally resolves itself into committees, which attend the several section rooms and listen to the recitations, and also witness the exhibition drills, of which there is usually one of every kind conducted with all necessary formality.

It is then that the Academy presents its prettiest appearance. The lawns are green and the trees are in full leaf and the weather is seldom other than perfection. The relatives of the graduating cadets generally troop to Annapolis, and there is a large contingent of friends from near-by cities, so that the grounds present a scene of animation very different from their usual quiet throughout the rest of the year.

The cadet's career at the Academy terminates with the ceremony of graduation. Usually the battalion is paraded and marched into the chapel in military formation, there to encounter the Board of Visitors and the

officers of the Academy, and occasionally some high officials from Washington, grouped upon the platform. The cadets fill the pews on one side of the main aisle, and the relatives and friends the pews on the opposite side. Some member of the Board of Visitors then makes them an address which is traditionally poor. It seems to be the impression of the average Visitor that he must either indulge in spread-eagle remarks better suited to a cross-roads Fourth-of-July oration, or else evolve easy platitudes about virtue in general. If the weather is stormy, the members of the graduating class then advance one by one to receive their certificates of proficiency, and that ends the ceremony. But if the weather is fine, as it almost always is, the battalion forms on the lawn and the Superintendent and frequently the Secretary of the Navy take places in front of it. The evolutions of a dress parade then go on until the time comes for the advance of the commissioned officers, instead of which all the members of the graduating class divest themselves of their accoutrements, which are at once assumed by the class below, and form in line in front of the Secretary and Superintendent. They are then given their certificates. The moment this is done, the second class, having now become the first class, assumes charge of the battalion and the senior member of that class calls upon all the cadets for cheers "for those about to leave." The graduated class in turn then cheers those whom it leaves behind, and after that ranks are broken; and then the cadets have a ceremony of their own. The new first-class men immediately rush to the seats beside the Tripoli Monument which hitherto they have not been permitted to

occupy, and the fourth-class men, now invested with all the dignity of third-class men, likewise take possession of the seats on the other side of that monument, and assert their right to parade Love Lane. The new second class traverses its walk from the Observatory.

This done, the entire battalion gathers around the "new quarters," watching every door, because the members of the graduated class have gone therein to doff their student uniforms for the last time and to put on the new uniform of graduated cadets or else citizen's clothes. As they emerge from the building they are promptly seized and carried on the shoulders of the shouting and laughing crowd to the gates of the Academy. Those who have achieved the highest popularity are vigorously cheered. There is no escaping this ordeal. It is a sort of hazing which the law does not recognize, and indeed even the stern authorities, together with a host of visitors, are always to be found in a group in front of the building enjoying the fun of it.

Meanwhile, throughout his entire Academy term the pay of the cadet has been carefully husbanded for him. He has perhaps seen none of it, except the two or three dollars a month given him as pocket money, because all his wants have been supplied by the store-keeper of the Academy upon his written requisition, and the authorized prices duly charged to his account by the paymaster. So also is his mess bill, amounting to about $22 per month, likewise regulated by law and paid for him. He has no bills for medical attendance, and even the official dentist can charge him nothing but the exact cost of whatever gold may be put in his teeth. A zealous care has been

exercised to see that he does not get into debt. Furthermore, out of his salary $60 per year has been reserved, and on his graduation all of this reserve, $240, is given him in order to purchase his outfit. At least it is given to him for that purpose, but that amount of money in the pocket of a youngster suddenly turned loose from restraint, and always brimming over with happiness at having at last completed the four years' ordeal, is perhaps not altogether certain to go to the desired end unless some older friend is at hand to watch it. Thus he goes home generally attended by a coterie of admiring relatives and feeling strange in his citizen's clothes.

At the end of a very brief period, altogether too brief to him, he receives a formidable document from the Bureau of Navigation directing him to report to the commanding officer of some cruiser, possibly at Manila, at Valparaiso, at Lisbon, or perhaps at New York, which he does, arrayed in his new uniform with the single stripe on its sleeves and the anchors on the collar, fresh and glittering. Very frequently, he comes aboard the ship with the impression that the best and freshest knowledge on hand is that which he himself possesses, and if he has been a high-ranking cadet officer at the Naval Academy, he is very apt to have a notion that he is better informed on naval things in general and drills in particular than the junior lieutenants and ensigns, whose gold lace is somewhat green, buttons tarnished, and whose blouses and caps bear the marks of tropical suns and winter gales. But he speedily gets disabused of that opinion, and after a while drops into his place as part of the machinery of the great warship, just as the

graduates of other years preceding him have done ever since the Naval Academy has turned them out.

He finds, however, that his duties are very different from those which were exacted of the old midshipman, and even unlike those which the midshipman of twenty years ago was required to do. There is usually no forecastle for him to lord it over, nor any quarter-deck such as there was in the old frigates, on the port side of which he could parade and jump to answer the calls for the "gentleman of the watch." He is now simply the assistant of the officer in charge of the deck, and in port, or even at sea during the time when the weather is good, may be in charge of the deck himself. It is no longer the fashion to send him in charge of boats, that work being done by the petty officers; nor has he any of that irksome duty which the old midshipman had to do in constantly watching the men to prevent them from deserting, because the men of the Navy now are a very different class from what they used to be, and they are treated much better and paid better; and, as a consequence, they have as a rule no more desire to desert than an officer himself. In some of the ships, the quarters for the naval cadets are exactly as good as those of the ward-room officers. There is no dirty, ill-smelling cockpit for them down in the bottom of the ship, for they have generally light, comfortable apartments, often private staterooms, which they can fit up with silk curtains or any other luxury they choose; all of which would strike horror to the very souls of the martinets of the "Old Navy" could they come back and look at them.

In brief, the naval cadet is treated like the educated

officer that he is, and not like a cub to be "trodden down like the main tack," which, as we know, was the old service estimate of the midshipman, educated or uneducated.

For two years the cadet stays afloat, and at the end of that period, no matter where he may be, he is brought back to Annapolis to undergo his final graduating examination.* Then for the last time the members of his class, or what are left of them, get together in Annapolis, and for the last time they face the dread Academic Board. Meanwhile the officers in command of the ships to which they have been attached have watched them and noted their bearing and their efficiency, and marked them, as usual, on a scale of 4. They have been obliged to keep the station bills of the ship or ships in which they have served, which show a complete record of the interior organization of those vessels. Every bit of navigation work which they have done they are required to put down in a book — not copies of their work, but the original figuring as it was made; and to produce that book at the examination. And then, of course, they are obliged to keep the time-honored journal. The naval cadet not compelled to keep a journal would be unthinkable; but the sort of journal which they are required to write has improved much with the times, and it is expressly prohibited that they shall produce it simply by copying the ship's log-books. They are encouraged to put into it original descriptions of ships and engines and docks and other objects of professional interest, and they are marked accordingly by the aid of a formula something like that which is used in determining the

* In 1900, owing to deficiency of officers afloat, cadets were examined at their stations.

weights of their marks while in the Naval Academy itself.

They are examined in seamanship and gunnery, navigation, steam engineering, international law, languages, and cruise reports, and in the character of their navigation note-book, journal, and station bills; but they are not examined in theoretical mathematics, and it will be noticed that international law is the only topic in English studies in which they are required to be proficient. There are coefficients by which the marks attained in these studies are multiplied, and thus a series of maxima is obtained in accordance with which the members of the class are, for the last time, given their relative standing, which may hereafter remain unchanged for their lifetime. This is the result of the thousands and thousands of daily marks, the scores of monthly marks, and the eight examinations and the final examination, all blended and combined together.

If Congress is in session, the President has the list of names of the cadets who are to be promoted ready to send to the Senate. Therefore as soon as the report comes from Annapolis that Naval Cadet James Jones, Jr., with the others of his class, has successfully passed the examination, the Senate advises and consents that the President bestow on him the rank of ensign. Then there comes to the Academy a sheet of parchment, embellished with national emblems and a big blue seal, which informs the universe that the President, reposing "special Trust and Confidence" in the "Patriotism, Valour, and Fidelity" of James Jones, Jr., appoints him an ensign in the Navy; and this the Superintendent

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hands to the happy Jones with a cordial expression of his pleasure in so doing.

Off go the gold anchors and narrow stripe from Jones's blouse, and the silver anchors and broad band replace them; and then—oh, vainglorious Jones—he cannot resist the temptation of venturing, so attired, into the Academy grounds. Up go the white-gloved hands of the cadets to their caps as Jones approaches them, and the conscious red flashes into his cheeks as he gravely returns the salute.

"Hullo, Jones! got your commission, I see. Congratulate you heartily!"

Is that the dreaded Commandant of Cadets just overtaking and thus addressing him as "Jones"—in that jovially informal manner? Instinctively his heels come together and his hand begins to rise—but it gets no farther than the hearty clasp of the veteran, and he finds himself with quickened breath trying inarticulately to say something which will not come.

"Jones"—not "Mr. Jones." Now, indeed, he knows that he is of the Navy, and that it is not the stern arbiter of demerits and discipline who has familiarly locked arms with him, as they stroll in the direction of the Officers' Club—but only an elder brother.

CHAPTER XXVII

Wherein the Present State of the Naval Academy is Considered, and this Yarn Brought to an End

THE principal buildings of the Naval Academy were constructed at different periods and as they were needed to meet emergencies. No effort was ever made to co-ordinate them in any plan, nor was there ever any apparent attempt to secure tasteful architectural design. They are of all patterns from a Greek temple to a modern factory, and from an early colonial mansion to a latter-day assemblage of flats. Those in which the cadets have lived are wretched barracks built in the cheapest manner, and, at the present time, are dilapidated to the point of danger. The Seamanship building was the first one, erected in 1846, and then followed the old chapel, recitation-hall, and Stribling Row, finished within the next ten years. The Steam building was constructed in 1866, and the so-called "new quarters," in which the cadets still reside, despite doubtful walls and settling floors, was completed in 1869. The outlay for some of these was large enough to have provided handsome and substantial edifices. Others, and especially those of early date, were poorly

built, perhaps because no better could be got with the scanty funds which were available. For years these structures have been decrepit, the new ones as well as the old. Many Superintendents and many successive Boards of Visitors have pointed out their condition, but without avail.

At last, in 1895, the Board of Visitors for that year united in a report so strongly condemnatory, not merely of the buildings alone, but of the whole sanitary system of the Academy, which was fast becoming a menace to health, that the Secretary of the Navy appointed a commission of naval officers to survey the place and report what ought to be done.

It is probable that this report, like many another preceding it, would have found a tomb in some pigeon-hole of the Navy Department, had not Mr. Robert M. Thompson, of the class of '68, a member of the Board of Visitors before noted, and the ardent promoter of Academy athletics, actively interested himself to the extent of obtaining from Mr. Ernest Flagg, a well-known New York architect, a definite and comprehensive plan for a new Naval Academy, which involved not only the removal of practically all the existing buildings, but material alterations in the topography of the site. This project was duly submitted to the official Board of Survey, and approved by it; but no action was taken by the Navy Department until 1898, when further deterioration of some of the principal edifices rendered their demolition imperative. Congress was then asked for an appropriation of one million dollars for the immediate erection of a boat-house, an armory, and a power-house, one half

of the amount to be at once available. Some opposition was developed, but the funds were granted; and thereupon the Navy Department, having the Thompson-Flagg plan above noted already before it, decided to build these structures in accordance with its provisions.

A year later (1899) an appropriation of seven hundred and twenty thousand dollars was asked for, being the remaining five hundred thousand dollars of the original amount, and an additional sum for constructing the buildings of granite instead of brick. Opposition in Congress again arose, and an effort was made to stop the work and relegate the matter *de novo* to congressional committees, charged with opening the whole subject to competition among architects, and with the making of an elaborate inquiry into the needs of the situation. This, however, failed, and the desired amount was appropriated.

The original area conveyed to the Naval Academy in 1845, forming the grounds of Fort Severn, covered only about nine acres. The Government property at Annapolis now comprises several hundred acres, of which the principal plot—and that on which the new buildings are to be erected—includes the old site, and has a frontage on the bay of 1200 feet and on the river of about 2400 feet.

The new Armory and Boat-House are placed parallel, and stand endwise toward the harbor, the Boat-House being adjacent to the Severn River and the Armory to the town. The area between them is to be the new parade ground, and remains, as now, open on one side to the bay. The area of this parade ground is, however,

to be so largely increased by filling in land at present under water, that old Fort Severn, which is to be preserved and restored to its original state, will be located nearly at the centre of the tract.

The Armory contains a hall 350 feet long and 100 feet wide, the floor of which is entirely uninterrupted, and around which is a great gallery which will be used as a museum for arms, models, etc. In this building will be located the offices of the Department of Gunnery, recitation-rooms, and ordnance repair shops.

The Boat-House corresponds in size and outward appearance to the Armory, is large enough to store the practice boats of the Academy, and also has a gallery carried around three sides of it. It is to form a museum for the Department of Seamanship, as the Armory does for the Department of Gunnery. In the building are recitation-rooms and a sail-loft, besides the necessary offices and repair shops.

The Power-House is to be erected on a pier jutting out into the Severn, and contains the engine- and boiler-rooms, and the necessary machinery for supplying power throughout the grounds.

The foregoing structures have been provided for by Congress as stated. Whether it will authorize the erection of the remaining buildings in accordance with the proposed plan is to be determined.

The magnitude of the design and the complete change which it makes even in the topographical features of the grounds, are abundantly shown in the accompanying illustrations. The levels are altered to obtain proper sewage downfall, and the conformation of the site

becomes more nearly rectangular. The great building intended for the cadets' quarters, and which extends between the Armory and the Boat-House, connecting with both by covered colonnades, divides the whole area transversely into two sections; that in its rear (harbor side) being the enlarged parade ground, while in front lies the campus, with its existing lawns and trees preserved, and with the other buildings grouped around it. The Quarters are the dominating structure; and as seen from the bay, which they overlook, appear to be located on a terrace.

Next to the Quarters, the most striking feature is the basin and amphitheatre; the former being produced on the river side by the necessary dredging to obtain the soil for filling in, and the latter representing the difference in grade between the made land around the basin and the old ground of the campus. The amphitheatre has many concentric rows of broad steps, whereon a multitude of people witnessing athletic sports in the arena or nautical exercises in the basin can be accommodated. On the river side are two jetties, with lofty beacons on them, which partly close the basin. The Boat-House opens into it; and the great pier whereon are located the Power-House already begun, and the Engineering and Storage buildings, forms its western boundary.

Directly facing the Cadets' Quarters and on the opposite side of the campus are the Academic building and Library, containing the recitation-rooms for the Departments of Mathematics, Mechanics, English, Languages, Navigation, and Drawing, besides two large lecture-halls, and the offices of the Superintendent and his immediate staff.

To the southwest lie the Physics and Chemistry building, and near it the Gymnasium. Along the town side of the grounds are the officers' residences, and in front of these the chapel, hospital, and officers' mess-hall.

The principal room in the Cadets' Quarters is the Memorial or Assembly Hall, which is 166 feet long, 58 feet wide, and 50 feet high. It is intended to contain all the naval trophies, tablets, and other memorials now in the possession of the Government, and, as its name indicates, to serve as a general meeting-room. The buildings are of granite, and of fire-proof construction. The estimated cost of all improvements is about eight million dollars, in which the amount already appropriated is included.

In addition to new buildings, the Academy is in need of improved practice ships. The cruiser *Bancroft*, which proved unsuited to the requirements, at least represented an effort to give to the cadets a modern steam war vessel. After her withdrawal from the Academy, the *Monongahela*, a sailing ship, was temporarily used. In 1897, Congress directed the construction of the *Chesapeake*—again a full-rigged sailing vessel, the only one of the kind added to the Navy in over thirty years, and so of an obsolete type. As a marine gymnasium, she is useful to a limited extent. Those who regard skill in the handling of sail as essential to the naval cadet's education —for about the same reasons that led the old-fashioned educators to insist that familiarity with the Greek and Latin grammars was indispensable to the boy preparing for a purely non-professional career—consider that the

Chesapeake will meet all necessities. Those who believe that the practice ship should bring the cadet face to face with conditions like, and not unlike, those which he will encounter after leaving the Naval Academy, still hope for the provision by Congress of a steam practice cruiser which shall exhibit in every detail the latest advances in naval warfare; or, in lieu thereof, the sending of the two intermediate classes of cadets to regular cruising vessels during the summer months, an experiment which seems abundantly justified by the excellent results following the service of the undergraduates in the fleet during the Spanish War.

A graduate of the Naval Academy may join two associations of the Alumni. The Graduates' Association was founded in 1886, and meets but once a year at a dinner held at the Academy during the graduating exercises in June. The gathering is purely a social one. The organization is managed by a council and presided over by the senior living graduate. A more active organization is the Naval Academy Alumni Association of New York, which was established in 1897. Its reunions are informal "mess dinners," held during the winter in New York City.

The requisite professional knowledge of the naval officer at the present time probably includes a greater variety of attainments than that pertaining to any other calling. He must not only be thoroughly versed in seamanship, navigation, and gunnery, which are strictly within his profession, but possess an acquaintance with branches of learning as widely different from these as the technical knowledge of the physician is from that of

the lawyer. A recent statute practically requires of him the accomplishments of a trained mechanical engineer. He must be an admiralty and international lawyer competent to deal on the spot and at once with grave and complicated questions, and to act immediately upon his unaided judgment with the prudence and foresight of the skilled diplomatist. He must be a competent topographical engineer and hydrographer, for the surveying and charting of coasts, known and unknown, are ordinary incidents of his duty. He is called upon to handle powerful explosives, therefore adequate chemical knowledge is essential. He is charged with the maintenance of the health of bodies of men in tropical climates and under abnormal conditions; therefore he must have an intelligent comprehension of the laws of hygiene. Where contracts are made for guns and armor and ships, he is sent to inspect and determine whether or not there has been compliance with the contract conditions; therefore he must possess sufficient of the special knowledge of the metallurgist and the ship-builder to enable him to protect the Government. Electricity is rapidly becoming the minor motive power in warships; the attainments of a competent electrical engineer are already demanded of him. The list might be increased. The gravity of his responsibility attaches to every item of it; his failure at a critical moment in any particular may mean disaster to the nation.

It is not the function of the Naval Academy to make him master of all these subjects. No institution of learning within the limited space of time afforded could accomplish such a task. It is the function of the Naval

Academy, however, to give to the cadet a substantial groundwork for his future and never-ending studies, and to impress upon him the traditions of the Navy, together with that high sense of honor and duty which has always characterized the service, and which is indispensable to a successful career in it. That the means for attaining these results shall be the best is directly to the interest of the nation.

The past history of the Naval Academy shows that about forty per cent. of the nominated candidates who seek to enter the School are eliminated by the examination for admission, and of the remainder fifty-five per cent. fail to be graduated. The reasons for this state of affairs are perhaps sufficiently detailed in the foregoing pages.

The School was an expedient in the beginning, and a precarious one at that. When it essayed to meet the new conditions brought about by the great changes in naval warfare, it encountered the stubborn opposition of the marlinspike sailors. It has been treated seldom otherwise than with apathy by Congress, except when questions of patronage were at stake, and then the influences brought to bear upon it have too often been those of the demagogue and petty politician. From the Navy Department it has time and again received less consideration than the smallest navy yard where votes could be gained.

A total expenditure of eight million dollars in fifty-five years is sufficient evidence of the parsimony with which pecuniary support has been accorded to it by Congress, even if one does not push the comparison still further

CERTIFICATE OF PROFICIENCY OF UNITED STATES NAVAL ACADEMY.

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and point to the circumstance that the legal interest (six per cent.) for one year on a single year's expenditure for pensions at the present time is more than the entire amount which has been devoted to the support of the Naval Academy since its foundation.

The standards of admission to the Naval Academy have been the subject of discussion and controversy for years. At the present time they are lower than at any other technical school of high standing in the country. It is because they are too low that the percentage of rejected candidates is so great and the proportion of graduates so small. This is paradoxical, but true. If such a low standard as now prevails is to represent the maximum attainment of the candidate, then he is not sufficiently trained, nor does he possess the *prima facie* intellectual capacity, to deal with the subjects which must be mastered in the four-years course. If the general education of the candidate has gone beyond the standard, experience shows that he will be apt to slight the difficulty of the examination, leave preparation for the last moment, and then cram. In any event the character of the preparation will always be governed by the standard. If the latter be low, the preparation will extend no higher; if on a higher level, the preparation will come up to it.

Experience, not only in the Naval Academy, but in other schools, demonstrates that the percentage of rejections does not increase as the standard is raised, but, on the contrary, decreases. To lower the standard in the hope of reducing the proportion of rejected candidates, has never produced the desired result, and, from the

necessities of the case, never will. In order to neutralize the effect of cramming and to discover the boy's real ability, it has been necessary to make the examinations upon the few and simple subjects required to be known rigid and severe, and a failure in any one of them fatal. A less heroic ordeal would suffice if the standard were raised to include a broader and higher range of subjects, because a satisfactory estimate of general intelligence and attainments might not be inconsistent with inability to pass in some one branch of relatively minor importance. The low standard, therefore, not only does not make the entrance examination easier, but just the reverse.

The main argument in support of it has been that the Naval Academy is a people's school, to which every youth should have access and not be debarred by the poverty which may preclude an extensive preliminary education. This is pure demagoguery. The Naval Academy is a people's school in the best sense when it serves the best interests of the whole people, and not those of the individual, whether he be rich or poor. It is designed to meet a special purpose, namely, the development of competent naval officers—and nothing else. It is not a charitable institution.

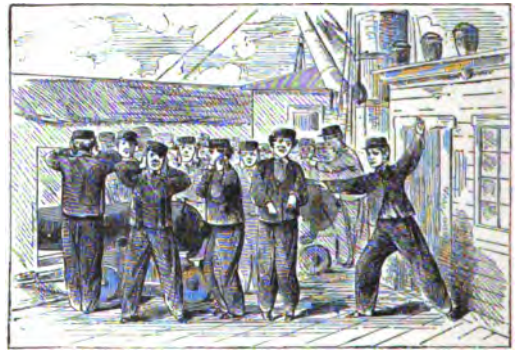
Furthermore, the cry of class privilege in this country is an anachronism. Practically all of the States offer to every boy in the free public schools the preliminary education necessary to enable him to meet an adequately high standard of entrance examination. If he does not choose to avail himself of it, that certainly is no reason for impairing the efficiency of the institution. Every

year sees hundreds of students of limited means who have prepared themselves to meet the higher standards of the private colleges, successfully enter them. The boy who has learned his tasks by candle-light after days of hard work on the farm in order to get into a college, and who maintains himself by the labor of his hands while there, is, of all others, the citizen least likely to have much patience with the argument that the national Academy — merely because it is national — should get down to the scholastic level of the individual who has neglected the advantages offered by his cross-roads schoolhouse.

The preponderance of opinion throughout the Navy is that the course at the Naval Academy should be limited to four years, and the present subsequent two years' sea service abolished. No advantage is gained which is not far more than counter-balanced by the expense and injustice involved. In our modern sailless ships there is no longer the need for the midshipman which existed in the old Navy; and even such of his duties as now survive are mainly performed by the petty officers, who are capable and intelligent young Americans, and not ancient salts put into their places because of long service. Now that the reason for calling the undergraduates "naval cadets" has disappeared,— the Academy no longer containing a distinct body of students to be educated only as engineers,— the old name of midshipmen might well be restored to them.

Into the future of the School it is needless to enter in further detail. Despite all its troubles in the past, it has never failed in the quality of its output; nor so long

as its spirit and traditions survive in the Navy will its sons deteriorate in either their ability or their devotion. Having proved its value for half a century—and under conditions when this was no easy task—the Naval Academy deserves well of the American people. It asks only the provision of such means as will enable it most efficiently to continue its work in the making of the men who in the years to come shall uphold the honor of their flag upon the sea.



FIRST EXPERIENCE AT OLD-FASHIONED GREAT-GUN DRILL ON "SANTEE."

From the author's "Shakings," 1867.

APPENDIX

THE GRADUATES OF THE UNITED STATES NAVAL ACADEMY

(Up to and Including the Class of 1899)

THE following roster shows the names of the graduates of the United States Naval Academy and the States from which they were originally appointed.

The highest rank in the Navy obtainable in due course of seniority promotion is that of rear-admiral; the grades of admiral and vice-admiral being created at the will of Congress and expiring with the lifetimes of the holders. The names of the graduates in the following list who have reached the position of rear-admiral, and have thus completed the full naval career, have affixed to them the abbreviation "R. Adm'l."

The rank attained by other graduates in the active service is not indicated, as it is in process of constant change.

The † prefixed to names shows that the holders were the senior cadet officers of their several classes or "dates" while at the Naval Academy: cadet adjutants before 1865–66, cadet lieutenant-commanders afterwards.

As a matter of course, no list attempting to give a complete record of deaths would be accurate but for a time, and therefore detailed information on this point is not included. So far as is known, however, of the forty-seven members of the date of 1840—the midshipmen who first came to the Naval School—but five now survive. Of these Mr. John Julius Pringle of South Carolina is the senior living graduate, and Rear-Admiral

Thomas Stowell Phelps (retired) is the senior living graduate in the Navy. Out of the 183 members of the famous date of 1841, about one fifth remain. The living members of the other old "dates" and of the classes which entered the Naval Academy during the first fifteen years of its existence bear a proportion to their original numbers which, despite all the casualties of war and hardships inseparable from naval existence, is probably fully as large as, if not larger than, is ordinarily found in equal bodies of men of similar age in other callings.

The senior rear-admiral now in active service is the late Superintendent of the Naval Academy, Rear-Admiral Frederick V. McNair of the class of 1857. Rear-Admiral Francis M. Bunce (now retired) is the only other member of that class who attained the grade of rear-admiral.

All of the rear-admirals of the earlier classes have withdrawn from active service and are enjoying their well-earned repose at their several homes throughout the country. Some of them, like Rear-Admiral John G. Walker and Rear-Admiral Henry Erben, were on active shore duty, despite their retirement, during the Spanish War. As retirement at the statutory age of sixty-two years does not by any means imply physical incapacity, the retired officers are, as a rule, a fine, hearty body of men; and even the more venerable among them possess a degree of youthfulness and vigor seldom found in veterans of their years. There is always quite a colony of them residing in Washington. Their interest in the service is never abated, and their advice and counsel, often most valuable, is frequently sought by the officials in the Navy Department.

Admiral George Dewey belongs to the class of 1858, and but for his well-merited advancement to the grade of admiral —which exempts him from the effect of the retiring law— would have terminated his active duty in 1899.

Of the graduates in civil life there are about five hundred at the present time. The careers of most of them are known. They have tested the efficiency of a Naval Academy education in all professions and callings, and they aver with pardonable pride that in their ranks there are no failures. Practically all whose years permitted it volunteered for service in the Spanish

War. Many of them were re-commissioned in their old grades, and even in higher ones, and astonished their former comrades still in the Navy by the ease and readiness with which they resumed their duties. The project for a National Naval Reserve aims to bring these graduates into that organization, so that they can be directly utilized in time of war to do such work as their abilities may fit them for, especially in the navy yards and shore stations, thus enabling an equal number of officers of the active Navy to be at once assigned to duty afloat.

Where all of the graduates of the Naval Academy who have remained in the Navy have rendered eminent and faithful service, it is almost invidious to particularize; but among those who have earned special reputation may be mentioned Rear-Admiral Bancroft Gherardi, who commanded the united fleets of the Columbian Celebration; Rear-Admiral John G. Walker, now the President of the Isthmian Canal Commission; Captain Alfred T. Mahan, the distinguished historian of the sea power; Rear-Admiral John C. Watson, now in command at Manila; and Rear-Admiral William T. Sampson, Rear-Admiral Winfield S. Schley, and Rear-Admiral John W. Philip, whose achievements at Santiago are still fresh in the public mind. Commander William B. Cushing, who as a lieutenant earned fame for his gallant destruction of the Confederate ram *Albemarle*, belonged to the class of 1861, and died in 1874. Of the officers commanding ships at the battle of Manila, Captain Frank Wildes of the *Boston* and Captain Joseph B. Coghlan of the *Raleigh* belonged to the class which was graduated in May, 1863; Captain Charles V. Gridley of the *Olympia*, to the class which was ordered into active service in September, 1863; Commander Asa Walker of the *Concord*, to the class of 1866; and Commander E. P. Wood of the *Petrel*, to the class of 1867.

Of the commanding officers who took part in the battle of Santiago, Captain John W. Philip of the *Texas* belonged to the class of 1861; Captain Henry C. Taylor of the *Indiana* to the class which was graduated in May, 1863. Captain Robley D. Evans of the *Iowa*, Captain Francis A. Cook of the *Brooklyn*, and Captain Charles E. Clark of the *Oregon*, to the

class which was ordered into active service September, 1863; Captain French E. Chadwick of the *New York*, to the class of 1864; and Commander Richard Wainwright of the *Gloucester*, to the class of 1868. Naval Constructor Richmond P. Hobson, of *Merrimac* fame, was graduated No. 1 in the class of 1889. Lieutenant John B. Bernadou, who gallantly defended the torpedo-boat *Winslow* and was wounded at Cardenas, belonged to the class of 1880. Lieutenant Victor Blue, who made the daring investigation which disclosed the presence of Admiral Cervera's ships in Santiago harbor, was a member of the class of 1887. Lieutenant-Commander Cameron McR. Winslow, whose cable-cutting exploit at Cienfuegos was one of the bravest actions of the war, belonged to the class of 1875. Lieutenant Philip V. H. Lansdale, of the class of 1877, and Ensign John Monaghan, of the class of 1895, were both killed while fighting bravely at Samoa; and Ensign Worth Bagley, also of the class of 1895, fell at Cardenas.

Although the Navy offers comparatively little encouragement to the inventor, several naval officers have made inventions of great importance and value. To Rear-Admiral John A. Howell, of the class of 1858, is due the credit of solving that apparently insoluble problem of causing a free submarine torpedo to guide itself by its own internal mechanism directly to its target. For this purpose he used the gyroscope, and thus for the first time made the automobile torpedo a reliable weapon of war. Commander William H. Driggs, of the class of 1869, devised the projectiles and guns which bear his name, besides a variety of other gunnery contrivances of great ingenuity. Commander Seaton Schroeder, '68, Lieutenant-Commander Frank F. Fletcher, '75, and the late Assistant Naval Constructor Robert B. Dashiell, '81, have all made notable inventions in ordnance material. Lieutenant Joseph Strauss, of the class of 1885, is the inventor of the two-story turret, first introduced on the newly constructed *Kearsarge*. Lieutenant Francis Haeseler, of the class of 1880, rearranged the loading mechanism of the guns in the turrets of the *Texas* so as practically to double their efficiency. He has devised a most ingenious breech mechanism for great guns, besides a

multitude of other valuable devices. Lieutenant-Commander Bradley A. Fiske, of the class of 1874, has contributed materially toward making gunnery more accurate by the invention of his telescopic sight and his apparatus for determining the enemy's distance, and Commander William H. Beehler, of the class of 1868, is the inventor of the solarometer for finding a ship's position at sea.

Among the graduates in civil life who have achieved high reputations are Professor Ira N. Hollis of Harvard University, who was graduated No. 1 in the class of 1878; Mr. Lewis Nixon, No. 1 of the class of 1882, now the head of the Crescent Ship Yard, and one of the leading naval constructors of the country; Mr. Frank J. Sprague, of the class of 1878, who successfully developed the electric railway in the United States; Captain Jacob W. Miller, of the class of 1867, now the commanding officer of the Naval Militia of the State of New York and the principal founder and promoter of that organization; Mr. Joseph L. Stickney, of the class of 1867, for many years naval editor of the *New York Herald*, and now a famous war correspondent; Mr. Winston Churchill, of the class of 1894, whose successful novel, *Richard Carvel*, mainly owes its origin to his sojourn as a cadet at Annapolis; the Rev. Cyrus Townsend Brady, of the class of 1883, whose sea-novels dealing with the war of 1812 have created new interest in our naval history; Colonel Robert M. Thompson, of the class of 1868, President of the Orford Copper Company, whose untiring efforts in behalf of the Naval Academy have already been noted in the preceding pages; Professor Albert A. Michelson, of the class of 1873, one of the eminent physicists of the country, whose investigations into the velocity of light, conducted at the Naval Academy, are now classic; and Mr. Louis Duncan, of the class of 1880, formerly Professor of Electricity, etc., at John Hopkins University, and now a leading electrical engineer. Messrs. S. Nicholson Kane, who was graduated No. 1 in the class of 1866, and Mr. William Butler Duncan, Jr., of the class of 1881, are both famous yachtsmen, and both returned to the Navy and rendered excellent service during the Spanish War.

MIDSHIPMEN, DATE OF 1840, GRADUATED 1846-7-8, FORTY-SEVEN MEMBERS.

Aulick, Richmond, Virginia
Savage, Robert, North Carolina
Marr, Robert A., Virginia
Jeffers, William Nicholson, New Jersey
Austin, William Downes, Massachusetts
Pringle, John Julius, South Carolina
Brinley, Edward, New Jersey
Simpson, Edward, New York (R. Adm'l)
Temple, William Grenville, Vermont (R. Adm'l)
Welsh, George P., Pennsylvania
Carter, Samuel P., Tennessee (R. Adm'l)
Nelson, William, Kentucky
Smith, William Henry, Virginia
McArann, Robert M., Pennsylvania
Aby, Charles W., Mississippi
Dyer, Charles, Connecticut
Stout, Edward C., Iowa
Brand, Frederick B., Louisiana
Harris, Reuben, Ohio
Walcutt, John, Ohio
McCauley, James B., Pennsylvania
Phelps, Thomas Stowell, Maine (R. Adm'l)
Madigan, John, Maine
Warley, Alexander F., South Carolina
Denniston, Garrit V., New York
Paulding, Leonard, New York
Stevens, George A., Tennessee
Conover, Francis Stevens, Iowa
Elliott, Samuel B., Pennsylvania
Gregory, Francis, Connecticut
Barrett, Edward, Louisiana
Terrett, Colville, Indiana
Bennett, John W., Maryland
Davidson, Washington F., Virginia
Wager, Peter, Pennsylvania
Hall, John P., Ohio
Blake, Homer C., Ohio
Wells, Clark Henry, Pennsylvania (R. Adm'l)
Quackenbush, Stephen Platt, New York (R. Adm'l)
English, Earl, New Jersey (R. Adm'l)
Waddell, Charles, Iowa
Ochiltree, David, North Carolina
Bradford, Joseph M., Alabama
Lowry, Reigart B., Pennsylvania
Wheelock, Frederick P., New York
Carter, Jonathan H., North Carolina
McLaughlin, Augustus, Arkansas

MIDSHIPMEN, DATE OF 1841, GRADUATED 1847-8-9-50, ONE HUNDRED AND THIRTY-SIX MEMBERS.

Wilkes, John, Jr., New York
Parker, William Harwar, Virginia
Jackson, Alonzo C., New York
Dekoven, William, Connecticut
Jones, John Pembroke, Virginia
McDermut, David A., New York
Buckner, William P., Arkansas
Morgan, George E., New York
Lowe, William W., Massachusetts
Bridge, William King, Maine
Griffen, Samuel P., Georgia
Law, Richard L., Indiana
Willcox, William Henry, Connecticut
Denny, Ebenezer D., Pennsylvania
Barraud, John T., Virginia

Roney, Thomas, Maryland
Upshur, John H., Virginia (R. Adm'l)
Bayard, Charles C., Delaware
Philip, John Van Ness, New York
Franklin, Samuel R., Pennsylvania (R. Adm'l)
Smith, Marshall J., Virginia
Hanson, John J., District of Columbia
Clarke, Francis G., Maine
Price, Richard J. D., Maryland
Gillis, Walter V., District of Columbia
Whiting, William D., Massachusetts
Powell, William L., District of Columbia
Phelps, Seth Ledyard, Ohio
McCauley, Edward Y., Pennsylvania (R. Adm'l)
Walker, Theodoric L., Tennessee
Mitchell, William, District of Columbia
Roe, Francis Asbury, New York (R. Adm'l)
Smith, Joseph B., Maine
Murdaugh, William H., Virginia
Brooke, John M., Virginia
Gibson, William, Pennsylvania
Cook, Joseph J., Alabama
Armstrong, James, Virginia
Renshaw, Edward, New Jersey
Danels, Joseph D., Maryland
Latimer, Charles, District of Columbia
Walker, John T., Ohio
De Krafft, John Charles Philip, Ohio (R. Adm'l)
McCollum, John Van, Illinois
Hart, John E., Illinois
Badger, Oscar C., Pennsylvania
Harris, Thomas C., Pennsylvania
Kell, John McIntosh, Georgia
Davis, John Lee, Indiana (R. Adm'l)
March, J. Howard, New York
Weaver, William H., Virginia
Semmes, Alexander A., Maryland
Thornton, James S., New Hampshire
Stewart, John B., North Carolina
Jones, Merriwether Patterson, Virginia
Smith, Watson, New Jersey
Wainwright, Thomas B., South Carolina
Debree, Alexander M., Virginia
De Haven, Joseph E., Kentucky
Coleman, David, North Carolina
Selden, Edward A., Vermont
Somerville, James H., Maryland
Habershaw, Alexander Wylie, Georgia
Hoffman, William G., Maryland
Murphy, John McLeod, New York
Truxton, William T., Pennsylvania
Wilson, John K., Maryland
Friend, Joseph J., Virginia
Cilley, Greenleaf, Maine
Crabb, Horace N., Pennsylvania
Magaw, Samuel, Pennsylvania
Rochelle, James, Virginia
Minor, Robert D., Missouri
West, William C., New York
Van Zandt, Nicholas H., District of Columbia
Woolley, Charles Woodruff, Kentucky
Dallas, Francis G., Massachusetts
Bassett, Simon S., District of Columbia
Monroe, Andrew F., Kentucky
West, Nathaniel T., Massachusetts
Duvall, Robert C., North Carolina
McCorkle, David Porter, Pennsylvania
Reily, William, Maryland

Hopkins, Charles F., Georgia
Hare, George H., Pennsylvania
Jones, Walter F., Virginia
Hunter, Henry C., Delaware
Bliss, Sylvanus J., Massachusetts
Holmes, William W., Connecticut
Sharp, William, Jr., Virginia
Waddell, James Iredell, North Carolina
Gamble, William Marshall, New York
Young, Jonathan, Illinois
Broadhead, Thomas W., New Hampshire
Mayo, William K., Virginia
Young, Thomas, Virginia
Crain, Walter O., Louisiana
Byrens, Allen T., Ohio
Jouett, James E., Kentucky (R. Adm'l)
Fillebrown, Thomas Scott, Maine
Fry, Joseph, New York
Lyne, Leonard H., Kentucky
Grafton, Edward C., Massachusetts
Haxtun, Milton, New York
Selden, Robert, Virginia
Wilkinson, William W., South Carolina
Allmand, Albert, Virginia
Stuart, Robert, New York
Sheperd, Edmund, Virginia
Lee, Theodoric, Alabama
Bier, George H., Maryland
Watmough, Pendleton G., Pennsylvania
Young, George W., New York
Van Wyck, William, Maryland
Russell, John H., Maryland (R. Adm'l)
Stone, Edward E., Georgia
Eaton, Thomas C., Maine
Mercer, William R., Maryland
Phenix, Dawson, Maryland
Van der Horst, Elias, South Carolina
Lewis, Robert F. R., Missouri
McGary, Charles P., North Carolina
Hunter, Henry St. George, Virginia
Davidson, Hunter, Virginia
Johnson, Andrew W., District of Columbia
Luce, Stephen Bleecker, New York (R. Adm'l)
Simes, George T., New Hampshire
Maury, Jefferson, Virginia
Forrest, Dulany A., Virginia
Gray, Charles, Delaware
Harrison, Gustavus, Jr., District of Columbia
Scott, Robert Wainwright, Tennessee
Fauntleroy, William H., Virginia
Thomas, William R., North Carolina
Deslonde, Adrian, Louisiana
Queen, Walter W., New York (R. Adm'l)

MIDSHIPMEN, DATE OF 1842, GRADUATED 1848–9, SEVEN MEMBERS.

Carter, Robert R., Virginia
McLane, Allen, Delaware
Henry, Edmund Wilkes, New York
King, George S., Michigan
Langhorne, John Devall, Kentucky
Hunter, Charles C., Vermont
Seawell, Joseph A., Virginia

MIDSHIPMEN, DATE OF 1845, GRADUATED 1851–2, THREE MEMBERS.

Houston, Thomas Truxton, Pennsylvania
Chandler, Ralph, New York (R. Adm'l)
Hamilton, John Randolph, Alabama

MIDSHIPMEN, DATE OF 1846, GRADUATED 1852–3, SIXTEEN MEMBERS.

† Carnes, Edwin O., Ohio
Parker, James, Ohio
Johnson, Philip Carrigan, Maine
Watters, John, Michigan
Breese, Kidder Randolph, Rhode Island
Johnson, Oscar F., Tennessee
Kimberly, Lewis A., Illinois (R. Adm'l)
† Brodhead, Edgar, New York
Kennon, Beverly, Indiana
Breese, Samuel Livingston, Illinois
Smith, Charles B., Missouri
Morris, George Upham, New York
Gray, Edwin F., Texas
Sproston, John Glendy, Ohio
Gherardi, Bancroft, Massachusetts (R. Adm'l)
Braine, Daniel L., New York (R. Adm'l)

MIDSHIPMEN, DATE OF 1847, GRADUATED 1853–4, TWENTY-FIVE MEMBERS.

Brose, Benjamin F., Ohio
† Wood, John Taylor, Kentucky
Newman, L. Howard, New York
Thorburn, Charles Edmonston, Ohio
Bowen, Richard T., Ohio
Flusser, Charles W., Kentucky
Lovell, William S., New York
Eggleston, John R., Mississippi
Cummings, Andrew Boyd, Pennsylvania
Hand, Bayard E., Georgia
Belknap, George Eugene, New Hampshire (R. Adm'l)
Williams, Edward P., Maine
Mygatt, Jared P. K., Ohio
Rainey, John D., Mississippi
Harmony, David B., Pennsylvania (R. Adm'l)
Gwin, William, Indiana
Cornwell, John Jacob, Ohio
Foster, James P., Indiana
Totten, Washington, New York
Wilson, Henry, New York
Benham, Andrew Ellicott Kennedy New York (R. Adm'l)
Chapman, Robert T., Alabama
Campbell, William P. A., Tennessee
McGunnegle, Wilson, Missouri
Irwin, John, Pennsylvania (R. Adm'l)

MIDSHIPMEN, DATE OF 1848, GRADUATED 1854–5, TWENTY-TWO MEMBERS.

Skerrett, Joseph S., Ohio
Greer, James A., Ohio (R. Adm'l)
Greene, Charles H., Ohio
Baker, Francis H., New Hampshire
Hester, Isaac W., Tennessee
Spedden, Edward T., Missouri
Owen, Elias K., Illinois
Glassell, William T., Alabama
Weaver, Aaron Ward, Ohio (R. Adm'l)
Johnston, John E., Missouri
Pendergrast, Austin, Kentucky
Fyffe, Joseph P., Ohio (R. Adm'l)
McCann, William P., Kentucky
Stillwell, James, Ohio
Heileman, Julius G., Vermont
† Blake, Joseph Davidson, North Carolina
Oakley, Eugene H., Illinois
Gillis, James H., Pennsylvania
Bruce, James, Massachusetts
Livingston, De Grasse, New York
Fitzhugh, William E., Ohio
Abbott, Trevett, Massachusetts

MIDSHIPMEN, DATE OF 1849, GRADUATED 1855–6, TWENTY-ONE MEMBERS.

† Loyall, Benjamin Pollard, Indiana
Cushman, Charles H., Maine
Stanton, Oscar Fitzalan, New York, (R. Adm'l)
† Cheever, William Harrison, Minnesota
Adams, Henry A., Jr., Pennsylvania
Brown, George, Indiana (R. Adm'l)
Hawley, Charles E., New York
Taylor, Bushrod B., Indiana
Ward, William Henry, Ohio
May, Robert L., New York
Dunnington, John W., Kentucky
Garland, Hudson M., Michigan
Shirk, James W., Pennsylvania
Morrison, George F., Ohio
Taylor, Jesse, Tennessee
Maxwell, James G., Pennsylvania
Erben, Henry, New York (R. Adm'l)
Shepperd, Francis Edgar, North Carolina
Pelot, Thomas Postell, South Carolina
McCrea, Edward Price, Wisconsin
Stockton, Edward C., New Jersey

MIDSHIPMEN, DATE OF 1850, GRADUATED 1856, TWENTY-ONE MEMBERS.

Walker, John Grimes, Iowa (R. Adm'l)
Mitchell, John Gardner, Massachusetts
† Ramsay, Francis Monroe, Pennsylvania (R. Adm'l)
Peck, Charles F., Illinois
Meade, Richard Worsam, California (R. Adm'l)
Izard, Allen Cadwallader, South Carolina
Campbell, Marshall C., Mississippi

Boyd, Robert, Maine
Thomas, Calvin Francis, New York
Carpenter, Charles Carroll, Massachusetts (R. Adm'l)
McCartney, Andrew Jackson, Pennsylvania
Kirkland, William Ashe, North Carolina (R. Adm'l)
Dana, William H., Ohio
Potter, Edward Eells, Illinois
Bacon, George, New York
Chaplin, James Crossan, Pennsylvania
Dozier, William Gaillard, South Carolina
Beardslee, Lester Anthony, New York (R. Adm'l)
Bradford, William L., Alabama
Babcock, Charles A., Michigan
Armstrong, Æneas, Georgia

ACTING MIDSHIPMEN, DATE OF 1851, GRADUATING CLASS OF 1854 (THREE YEARS' COURSE), SIX MEMBERS.

Selfridge, Thomas Oliver, Jr., Massachusetts (R. Adm'l)
Cain, John, Jr., Indiana
Miller, Joseph N., Ohio (R. Adm'l)
Todd, James Madison, Massachusetts
Barnes, John Sanford, Massachusetts
Stribling, John M., South Carolina

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1855, TWELVE MEMBERS.

Law, George E., Indiana
Porcher, Philip, South Carolina
Graham, Richard W. M., New Mexico
Lull, Edward Phelps, Wisconsin
Hopkins, Alfred, New York
Matthews, Edward Orville, Mississippi (R. Adm'l)
Buchanan, Thomas McKean, Pennsylvania
Sicard, Montgomery, New York (R. Adm'l)
Lea, Edward, Tennessee
Norton, Charles Stuart, New York, (R. Adm'l)
Dalton, Hamilton Henderson, Mississippi
Crossman, Alexander Foster, Pennsylvania

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1856, NINETEEN MEMBERS.

Harris, Joseph Whipple, Massachusetts
Cooke, Augustus Paul, New York
Phythian, Robert Lees, Kentucky
Porter, Thomas Kennedy, Tennessee
Wallace, Rush Richard, Tennessee
Eastman, Thomas Henderson, New Hampshire

Evans, William E., South Carolina
Bradford, Robert Forbes, Massachusetts
Allen, Weld Noble, Maine
Fitch, Leroy, Indiana
Bigelow, George A., Illinois
Hatfield, Chester A., New York
Shyrock, George S., Kentucky
Blodgett, George M., Vermont
Moseley, James C., Mississippi
Gove, Gilman D., New York
Green, Nathaniel, Pennsylvania
McDougall, Charles F., Pennsylvania
Perkins, George H., New Hampshire

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1857, FIFTEEN MEMBERS.

†Blake, Francis B., Pennsylvania
Alexander, Joseph W., North Carolina
Todd, Henry Davis, New York
Graves, Charles J., Georgia
Pritchett, James M., Indiana
Terry, Edward, Connecticut
Wilson, Byron, Ohio
Mills, Thomas B., Alabama
Bunce, Francis M., Connecticut (R. Adm'l)
Kelly, John W., Pennsylvania
Seeley, Henry B., New York
McNair, Frederick Vallette, Pennsylvania (R. Adm'l)
Yates, Arthur R., New York
Miller, Henry W., New Jersey
Merchant, Clarke, Massachusetts

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1858, FIFTEEN MEMBERS.

Reed, Allen Victor, New York
Howell, John Adams, New York (R. Adm'l)
Franklin, Charles Love, Ohio
†Howison, Henry Lycurgus, Indiana (R. Adm'l)
Dewey, George, Vermont (ADMIRAL)
Bishop, Joshua, Missouri
White, George B., Pennsylvania
Blue, Henry Martin, New Jersey
Furber, Edward G., Ohio
Whittle, William C., Virginia
May, Luther C., Tennessee
Storrs, George Strong, Alabama
Kerr, William A., North Carolina
Grimball, John, South Carolina
Kautz, Albert, Ohio (R. Adm'l)

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1859, TWENTY MEMBERS.

†Hall, Wilburn Briggs, Louisiana
Mahan, Alfred Thayer, New York
Averett, Samuel Woolton, Virginia
Remey, George Collier, Iowa (R. Adm'l)
Mackenzie, Alexander Slidell, New York
Farquhar, Norman von Heldreich, Pennsylvania (R. Adm'l)
Greene, Samuel Dana, Rhode Island

Claiborne, Henry Ballatin, Louisiana
Swasey, Charles Henry, Massachusetts
Borchert, George A., Georgia
Kane, Theodore Frederick, New York
Smith, Beatty Peshine, New York
Schoonmaker, Cornelius Marius, New York
Cenas, Hilary, Louisiana
Prentiss, Roderick, Indiana
McCook, Roderick Sheldon, Ohio
Hackett, Samuel Holland, Pennsylvania
Wiltse, Gilbert Crandall, New York
Spencer, Thomas Starr, Connecticut
Butt, Walter Raleigh, Washington Territory

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1860, TWENTY-FIVE MEMBERS.

Stuyvesant, Moses Sherwood, Ohio
Wharton, Arthur Dickson, Tennessee
Marvin, Joseph Dana, Ohio
O'Kane, James, Indiana
Gillett, Simeon Palmer, Indiana
Swann, Thomas Laurens, Maryland
†Dornin, Thomas Lardner, Virginia
Ames, Sullivan Dorr, Rhode Island
Watson, John Crittenden, Kentucky (R. Adm'l)
Taylor, James Langhorne, Virginia
Robeson, Henry B., Connecticut (R. Adm'l)
McNair, Antoine Reilke, Connecticut
Barton, William Henry, Jr., Missouri
Brown, Samuel Francis, Maryland
Manley, Henry De Haven, Pennsylvania
Whitehead, William, Pennsylvania
Walker, Edward Augustus, Massachusetts
Schley, Winfield Scott, Maryland (R. Adm'l)
Harrison, Thomas Locke, Virginia
Hoole, James Lingard, Alabama
Paddock, Samuel Barnet, Ohio
Hoge, Francis Lyell, Virginia
Casey, Silas, New York (R. Adm'l)
Read, Edmund Gaines, Virginia
Read, Charles William, Mississippi

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1861, TWENTY-SIX MEMBERS.

†Sampson, William Thomas, New York (R. Adm'l)
Snell, Alfred Titus, Massachusetts
Stewart, William Francis, Pennsylvania
Ryan, George Parker, Massachusetts
Bache, George Mifflin, Pennsylvania
Dexter, Adolphus, Ohio
Phœnix, Lloyd, New York
Bowen, Thomas Corwin, Ohio
Steece, Tecumseh, Ohio
Cromwell, Bartlett Jefferson, Nebraska (R. Adm'l)
Hayward, George Washington, Wisconsin

McKay, Charles Edmund, New York
Philip, John Woodward, New York (R. Adm'l)
Picking, Henry Ferry, Pennsylvania (R. Adm'l)
Rodgers, Frederick, Maryland (R. Adm'l)
Davenport, Francis Olmstead, Michigan
Mullan, Horace Edward, Kansas
Weidman, John, Pennsylvania
McGlensey, John Franklin, Pennsylvania
Backus, Sylvanus, Michigan
Cushing, William Barker, New York
Merriman, Edgar Clarence, New York
Sturdivant, Theodore, North Carolina
King, Charles Kirby, District of Columbia
Spencer, Julian Murray, Maryland
Carnes, William W., Tennessee

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1862, THIRTY-TWO MEMBERS.

(Ordered into Active Service May, 1861.)

Preston, Samuel William, Illinois
Lamson, Roswell Hawkes, Oregon
Forrest, Moreau, Maryland
Brower, Edwin Tracy, Pennsylvania
Smith, Frederick Robinson, Maine
Tyson, Herbert Benezet, Pennsylvania
Huntington, Charles Lathrop, Illinois
Blake, Elliott Craig Vore, Ohio
Kempff, Louis, Illinois
Thomas, Nathaniel Winslow, Massachusetts
Duer, Rufus King, New Jersey
Rowland, John Henry, Kentucky
Nichols, Smith Woodward, Massachusetts
Huntington, Robert Palmer, Indiana
Sumner, George Watson, Kentucky (R. Adm'l)
Robertson, James Patterson, Pennsylvania
Higginson, Francis John, Massachusetts (R. Adm'l)
McFarland, John, Pennsylvania
Carrothers, John Kellem, Illinois
Mitchell, Archibald N., Illinois
Zimmerman, Charles William, Maryland
Crall, George Augustus, Ohio
Graham, James Duncan, Illinois
McCarty, Stephen Austin, New York
Day, Benjamin Franklin, Ohio (R. Adm'l)
Tallman, Henry Curtis, New York
Benton, Mortimer Murray, Kentucky
Mason, Alexander Macomb, Minnesota
Howard, George Augustus, Tennessee
Moore, Thomas Longworth, North Carolina
Foreman, Ivey, North Carolina
Littlepage, Harden Beverly, Virginia

ACTING MIDSHIPMEN, GRADUATING CLASS OF 1863, FIFTY-FOUR MEMBERS.

(Ordered into Active Service May, 1861.)

McCormick, Alexander Hugh, Texas (R. Adm'l)
Bridgman, William Ross, Iowa
Barker, Albert Smith, Massachusetts (R. Adm'l)
Cotton, Charles Stanhope, Wisconsin
Wallace, James, Iowa
Blake (Blood), Charles Follen, Massachusetts
Sanders, Morton Wilson, California
Alexander, Adam Clendenin, Ohio
Anderson, John, Ohio
Johnson, Mortimer Lawrence, Massachusetts
Lowry, Philip Wager, Pennsylvania
Adams, La Rue Perrine, New York
Batcheller, Oliver Ambrose, New York
Reed, John Henry, Michigan
Naile, Frederick Irvin, Pennsylvania
Pearson, Frederic, Pennsylvania
Hazeltine, Edward Clarence, New Hampshire
Bartlett, John Russell, Rhode Island
Johnson, Henry Lewis, Vermont
Porter, Benjamin Horton, New York
Humphrey, Charles Henry, New York
Miller, Merrill, Ohio
Shepard, Edwin Malcolm, New York
Hunt, Symmes Harrison, Indiana
Brown, George Montgomery, Connecticut
French, Hayden Tilghman, Indiana
Read, John Joseph, New Jersey
Haswell, Gouverneur Kemble, New York
Rumsey, Henry Barlow, Indiana
Chew, Richard Smith, District of Columbia
Preble, Edward Ernest, Maine
Blake, Henry Jones, Massachusetts
Terry, Silas Wright, Kentucky
Kellogg, Edward Nealy, Illinois
Woodward, Edwin Tully, Vermont
Tracy, Charles Wurts, Pennsylvania
Abbott, Walter, Rhode Island
Wemple, David Duane, Wisconsin
Bradley, John, New York
Wood, George Washington, Pennsylvania
Grafton, Henry Trenchard, Arkansas
Haskins, Benjamin Franklin, New York
Jones, Charles Davies, Ohio
Claybrook, Joseph Payton, Missouri
Floyd, Richard Samuel, Tennessee
Camm, Robert Alexander, Virginia
Chew, Francis Thornton, Missouri
Holt, Henry Clay, Tennessee
Mason, William Pinckney, Virginia
McDermott, Edward J., Texas
Jackson, William Congreve, Virginia
Carroll, Daniel, Maryland
Worth, Algernon Sidney, New York
Trigg, Daniel, Virginia

MIDSHIPMEN, GRADUATING CLASS OF 1864. GRADUATED IN MAY, 1863. TWENTY-ONE MEMBERS.

Glass, Henry, Illinois
Dichman, Ernest Jefferson, Wisconsin
McGregor, Charles, Illinois
Maclay, William Walter, New York

† Cooper, Philip Henry, New York
Harris, Ira, New York
Taylor, Henry Clay, Ohio
Brown, Allan Danvers, New York
Niles, Marston, New Jersey
Wadleigh, George Henry, New Hampshire
Clark, John Duvall, New York
D'Orleans, Pierre, France
Crowninshield, Arent Schuyler, New York
Pegram, John Combe, Kentucky
Craven, Charles Henderson, Maine
Wildes, Frank, Massachusetts
Hendrickson, William Woodbury, Ohio
Kellogg, Augustus Greenleaf, Illinois
Coghlan, Joseph Bullock, Illinois
Sands, James Hoban, Maryland
Stirling, Yates, Maryland

MIDSHIPMEN, GRADUATING CLASS OF 1864, TWENTY-NINE MEMBERS.

(Ordered into Active Service September, 1863.)

Wise, William Clinton, Kentucky
Clark, Lewis, Connecticut
Harrington, Purnell Frederick, Delaware
Dunn, Williamson, Indiana
Rathbone, Clarence, New York
Cassell, Douglas Reynolds, Ohio
Hoff, William Bainbridge, Pennsylvania
Wheeler, William Knox, New York
Dana, William Starr, New York
Evans, Robley Dunglison, Utah
Ludlow, Nicoll, New York (R. Adm'l)
Cook, Francis Augustus, Massachusetts
Chester, Colby Mitchell, Connecticut
Wright, Arthur Henry, Ohio
Clark, Charles Edgar, Vermont
Barclay, Charles James, Pennsylvania
Gridley, Charles Vernon, Michigan
Morris, Francis, New York
Sigsbee, Charles Dwight, New York
Leary, Richard Phillips, Maryland
Van Vleck, William Aaron, New York
Pendleton, Charles Henry, Kentucky
Whiting, William Henry, Wisconsin
McClure, George McCully, Pennsylvania
Mullan, Dennis Walbach, Maryland
Coffin, George William, Massachusetts
Davis, George Thornton, Massachusetts
Irvin, Roland Clare, Pennsylvania
Glidden, George Dana Boardman, Maine

MIDSHIPMEN, GRADUATING CLASS OF 1865, ADVANCED AND GRADUATED 1864, THIRTY-ONE MEMBERS.

Goodrich, Casper Frederick, Connecticut
Caldwell, Albert Gallatin, Indiana
Kennedy, Charles William, Wisconsin
McCalla, Bowman Hendry, New Jersey
Chadwick, French Ensor, West Virginia
Baker, Samuel Houston, Arkansas

Jewell, Theodore Frelinghuysen, Virginia
Schmitz, Charles Florenz, Indiana
Armentrout, George William, Indiana
Woodrow, David Clarence, Ohio
† White, Henry Chaplin, New York
Wilson, Thomas Simples, California
Sheppard, Francis Henry, Missouri
Stedman, Edward Marshall, Massachusetts
Kennett, John Coburn, Missouri
Folger, William Mayhew, Ohio
Elmer, Horace, New Jersey
Lamberton, Benjamin Peffer, Pennsylvania
Schouler, John, Massachusetts (R. Adm'l)
Weaver, James Bready, Pennsylvania
Dickins, Francis William, Connecticut
Wilde, George Francis Faxon, Massachusetts
Davis, Charles Henry, Massachusetts
Train, Charles Jackson, Massachusetts
Flagg, George Newell, Vermont
White, Edwin, Ohio (R. Adm'l)
Heyerman, Oscar Frederick, Michigan
Raebel, Herman Charles, Ohio
Pigman, George Wood, Indiana
Wilson, Samuel Lewis, Ohio
Menzies, Gustavus Vasa, Kentucky

MIDSHIPMEN, GRADUATING CLASS OF 1865, FIFTY-FOUR MEMBERS.

Converse, George Albert, Vermont
† Hendrix, Fremont Murray, Missouri
Bradford, Royal Bird, Maine
Breed, Cyrus Williams, Ohio
Barber, Francis Morgan, Ohio
Noel, Jacob Edmund, Pennsylvania
Black, Charles Henry, Delaware
Griswold, Charles Deming, Vermont
Hubbard, Socrates, Missouri
De Long, George Washington, New York
Chenery, Leonard, California
Rowe, Edward Verplanck, New York
Lyons, Timothy Augustus, Minnesota
Amory, Edward Linzee, at large
Newell, John Stark, New York
Hunter, Godfrey Malbone, District of Columbia
Craig, Joseph Edgar, New York
Belrose, Louis, Virginia
Fletcher, Arthur Henry, Ohio
Talcott, George, Ohio
Thomas, Charles Mitchell, Pennsylvania
Baird, Samuel Probasco, Indiana
Snow, Albert Sidney, Maine
Reiter, George Cook, Pennsylvania
Graham, Wallace, Maryland
Bell, David Negley, Indiana
Hitchcock, Roswell Dwight, New York
Brownson, Williard Herbert, New York
Nichols, Henry Ezra, New York
Gwinner, Henry Wyncoop, Missouri
Mead, William Whitman, Kentucky
Parker, Francis Hamilton, New York
Ford, Leighton Melville, Pennsylvania

Wilson, Thomas Peckham, New York
Elliott, William Henry, Indiana
Hooker, Richard Campbell, New York
Houston, Edwin Samuel, Pennsylvania
Long, Benjamin Edes, New York
Gove, Francis Mills, New Hampshire
Book, George Milton, Pennsylvania
Thomas, Eugene Beauharnais, Ohio
Longnecker, Edwin, Pennsylvania
Vaughan, John Alexander, Pennsylvania
Buford, Marcus Bainbridge, Kentucky
Impey, Robert E., Ohio
Ide, George Elmore, Ohio
Vail, Abraham Holman, Indiana
Wilson, Josiah Mann, Indiana
Perry, Thomas, New York
Stockton, Charles Hubert, Pennsylvania
White, Oscar, Ohio
Kingsley, Louis Albert, Connecticut
Ragsdale, James Knox Polk, Texas
Hazlett, Isaac, Ohio

MIDSHIPMEN, GRADUATING CLASS OF 1866, SEVENTY-THREE MEMBERS.

† Kane, Samuel Nicholson, Rhode Island
Sprague, Albert Leander, New York
Maynard, Washburn, Tennessee
Cutts, Richard Malcolm, District of Columbia
Lyon, Henry Ware, Massachusetts
Dayton, James Henry, Indiana
Walker, Asa, New Hampshire
Mackenzie, Morris Robinson Slidell, New Jersey
Totten, George Mansfield, New Jersey
Sperry, Charles Stillman, Connecticut
Courtis, Frank, California
Watts, William, New York
Reisinger, William Wagner, Maryland
Rich, John Contee, Delaware
Burwell, William Turnbull, Missouri
Hunker, John Jacob, Ohio
Soley, John Codman, Massachusetts
Wisner, Henry Clay, Michigan
Little, William McCarty, New York
Field, Maunsell Bradhurst, New York
Hanford, Franklin, New York
Roben, Douglass, Ohio
Griffen, Robert Nichols, Pennsylvania
Baldy, George Albert, Michigan
Crocker, Frederick William, Massachusetts
Berry, Robert Mallory, Kentucky
Stewart, David Arthur, Missouri
Blair, Andrew Alexander, Missouri
Very, Samuel Williams, Massachusetts
Davis, Daniel Wagner, Pennsylvania
Williams, Theodore Sturtevant, Iowa
Judd, Charles Hollis, New York
Peck, Ransome Byron, Missouri
Terrell, Thomas Coke, Indiana
Bicknell, George Augustus, Indiana
Taft, John Manton, Rhode Island

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Clarkson, Samuel Floyd, New York
Day, Murray Simpson, Massachusetts
Manney, Henry Newman, Minnesota
Wilson, Horatio Rankin, New Jersey
McCormick, Frederick, Maryland
Phillips, Charles Lex, Pennsylvania
Morse, Jerome Edward, Massachusetts
Todd, Chapman Coleman, Kentucky
Waterman, Rufus, Rhode Island
Norris, George Albert, Maine
Phelan, John Rogers, Pennsylvania
Moore, William Irwin, Virginia
Parker, William Harwar, Virginia
Richards, Benjamin Sayre, Pennsylvania
Morris, Isaac Tompkins, New York
McKee, Hugh Wilson, Kentucky
Turnbull, Frank, New Mexico
Talbot, John Gunnel, Kentucky
Hemphill, Joseph Newton, Ohio
Lillie, Abraham Bruyn Hasbrouck, New York
Swinburne, William Thomas, Rhode Island
Woodman, Edward, New Hampshire
Carter, Abiel Beach, New Jersey
Whelen, Henry, Iowa
Housel, Louis Vastine, Pennsylvania
McCormack, Emmet, Ohio
Emory, William Hemsley, District of Columbia
Hutchins, Charles Thomas, Pennsylvania
Ackley, Seth Mitchell, Massachusetts
Lisle, Richard Mason, Pennsylvania
McIlvaine, Bloomfield, Pennsylvania
Gill, Clifford Belcher, New Hampshire
Coster, George Washington, Jr., New York
Gillpatrick, William Wilberforce, Kansas
Yates, Isaac I., New York
Spalding, Lyman Greenleaf, at large
Arnold, Charles Fiske, New York

MIDSHIPMEN, GRADUATING CLASS OF 1867, EIGHTY-SEVEN MEMBERS.

Tilley, Benjamin Franklin, Rhode Island
Knox, Harry, Ohio
†Collins, Frederick, Maine
Simons, Sydney Augustus, New York
Stickney, Joseph Louis, Illinois
Frailey, William Bryan Hart, Son of Officer
Paul, William Melville, Massachusetts
Meeker, Cornelius Reid, Wisconsin
Webster, Lewis Dana, Illinois
Shaw, Charles Pierson, Virginia
West, Clifford Hardy, New York
Merrell, Joseph Porter, Michigan
Eaton, Joseph Giles, Massachusetts
Church, George Hurlbut, New Jersey
McGunnegle, William Starr, Missouri
Belknap, Charles, New York
Henricks, Edward William, Indiana
Jaques, William Henry, New Jersey
Gilmore, Fernando Padilla, Ohio
Hunter, Henry Christie, New York

Davol, George Stephen, Massachusetts
Leutze, Eugene Henry Cozzens, at large
Sebree, Uriel, Missouri
Benjamin, Park, Jr., New York
Couden, Albert Reynolds, Utah Territory
Mitchell, George Justice, Louisiana
Sullivan, John Thomas, New York
Howes, Frederick Alvah, New York
Pendleton, Edwin Conway, Son of Officer
Clay, George Goodhue, Michigan
Swift, Willie, Connecticut
Mansfield, Henry Buckingham, Massachusetts
Hyde, Frederick Griswold, Connecticut
Carmody, Robert Emmet, New York
Williams, George Morris, New York
Heald, Eugene De Forest, Maine
Symonds, Frederick Martin, New York
Wainwright, Jonathan Mayhew, Son of Officer
Christopher, Charles William, Ohio
Hagenman, John William, Pennsylvania
Wood, Edward Parker, Ohio
Goodwin, Walton, Maine
Jacob, Edwin Samuel, Virginia
Ross, Albert, Pennsylvania
Boyd, Arthur Allen, New York
Miller, Jacob William, New York
Clover, Richardson, New Jersey
Bridge, Edward William, New York
Miller, James Madison, Missouri
Little, William, Pennsylvania
Meigs, John Forsyth, Pennsylvania
Wise, Frederick May, Maryland
Nicholson, William Drake, New York
Bleecker, John Van Benthuysen, Son of Officer
Brown, Charles Eaton, Massachusetts
Dunlap, Andrew, New York
Rush, Richard, Pennsylvania
Nichols, Frank William, Massachusetts
Gheen, Edward Hickman, Pennsylvania
Field, Wells Laflin, New York
Cunningham, Patrick Thomas, Illinois
Jones, Horace Eugene, Indiana
McClellan, Edward Percival, New York
Logan, Leavitt Curtis, Ohio
Paine, Frederick Henry, New York
Arnold, Conway Hillyer, Son of Officer
Sturdy, Edward William, Maine
Very, Edward Wilson, Washington Territory
Perkins, Hamilton, New Hampshire
Cowles, William Sheffield, Connecticut
Greenleaf, Frederick William, Minnesota
Paul, Allan Gill, Rhode Island
Craven, Alfred, New York
Remey, Edward Wallace, Iowa
Grimes, James Matthew, Illinois
Cowie, James Walker, Iowa
Bolles, Matthew, Massachusetts
Taussig, Edward David, Missouri
Pillsbury, John Elliott, at large
Dennison, Erasmus, Ohio
Forée, Alfred, Kentucky
Reeder, William Heron, Iowa
Delano, Francis Henry, Ohio
English, Henry Clarence, Illinois
Delehanty, Daniel, New York
Colby, Harrison Gray Otis, Massachusetts
Allibone, Charles Olden, New Jersey

MIDSHIPMEN, GRADUATING CLASS OF 1868, EIGHTY-ONE MEMBERS.

†Cornwell, Charles Carpenter, New York
Ingersoll, Royal Rodney, Michigan
Brown, Robert Matthew Gay, West Virginia
Marix, Adolphus, Iowa
Kennedy, Duncan, Jr., New York
Kelley, James Douglas Jerrold, at large
Moser, Jefferson Franklin, Pennsylvania
Stone, Charles Allston, Pennsylvania
Tremain, Hobart Levi, South Carolina
Thompson, Robert Means, Pennsylvania
Rodgers, Raymond Perry, Son of Officer
Wyckoff, Ambrose Barkley, Illinois
Derby, Richard Catton, Idaho Territory
Jasper, Robert Thompson, New York
Schroeder, Seaton, South Carolina
Smith, Huntington, Indiana
Upton, Frederick Eugene, Maine
Palmer, Lambert Gittins, Son of Officer
Drake, Franklin Jeremiah, New York
Mason, Theodorus Bailey Myers, Florida
Smith, Jesse Bishop, Vermont
Chipp, Charles Winans, New York
Elliot, Alfred, South Carolina
Barnes, Nathan Hale, Illinois
McLean, Thomas Chalmers, New York
Barnette, William Jay, New York
Forse, Charles Thomas, Kentucky
Stinson, Hubert Clarence, Maine
Noyes, Boutelle, Virginia
Cowgill, Warner Mifflin, Delaware
Moore, Edwin King, Ohio
Sharrer, Washington Oursler, Maryland
Wadhams, Albion Varette, New York
Doty, Webster, Wisconsin
Wood, Theodore Talbot, New Jersey
Tyler, George Whittelsey, Louisiana
Irvine, John Caledon, Illinois
Crumbaugh, Samuel Redford, Kentucky
Roosevelt, Nicholas Latrobe, New York
House, Jerome Bonaparte, New York
Beehler, William Henry, Maryland
McElroy, Horace, Wisconsin
Uhler, William Edward, Pennsylvania
Jarboe, Charles William, Maryland
Bower, George Kremer, Pennsylvania
Adams, James Dexter, Mississippi
De Blois, Thomas Amory, Georgia
Woart, William, Maine
Wainwright, Richard, Son of Officer
Selfridge, James Russell, California
Welch, Charles Paine, Mississippi
Robinson, John Buchanan, Pennsylvania
Adams, Charles Albert, Wisconsin
Everett, William Henry, Connecticut
Norton, Charles Frederick, Colorado
Hawley, John Mitchell, Massachusetts

Ames, Samuel, Jr., Rhode Island
Stevens, Thomas Holdup, Son of Officer
McMechan, Andrew Charles, Nebraska
Cogswell, James Kelsey, Wisconsin
Lee, Thomas Nisbet, District of Columbia
Rodgers, John Augustus, Son of Officer
Carlin, James William, Illinois
Adams, George Kossuth, New York
Wallace, George Chandler, Indiana
Hull, James Cooper, New York
Etting, Theodore Minis, Pennsylvania
Blocklinger, Gottfried, Iowa
Garst, Perry, Illinois
Singer, Frederick, Ohio
Speyers, Arthur Bayard, New York
Seymour, Charles, Oregon
Prime, Ebenezer Scudder, Ohio
Tallman, Hamilton Morrison, New York
Parsons, Arthur Herbert, Ohio
Perkins, Francis Wilkinson, Connecticut
Fletcher, James Rankin, Tennessee
Copp, Charles Albert, Naval apprentice
Strong, William Couenhoven, Son of Officer
Niles, Nathan Errick, Pennsylvania
Day, Edward Maynard, Louisiana

ACTING THIRD ASSISTANT ENGINEERS, GRADUATING CLASS OF 1868, EIGHTEEN MEMBERS.

Bray, Charles Durlin, Rhode Island
Gates, George Shattuck, Massachusetts
Main, Herschel, District of Columbia
Trevor, Francis Nathaniel, New York
Skeel, Theron, New York
Stevenson, Holland Newton, New York
Symmes, Frank Jameson, Massachusetts
Ford, John Quincy Adams, New York
Purdie, Charles Freebody, New York
Ogden, Julian Sinclair, New York
Rae, Charles Whiteside, New York
Kearney, George Hammekur, New York
Peck, John Brownell, Rhode Island
Godfrey, Jones, Massachusetts
Moore, William Sturtevant, Massachusetts
Foss, Cyrus Davis, Massachusetts
Steel, James, Wisconsin
Howell, Charles Philetus, New York

MIDSHIPMEN, GRADUATING CLASS OF 1869, SEVENTY-FOUR MEMBERS.

† Perkins, Charles Plummer, Massachusetts
Wiley, Edwin Hardin, Illinois
Richards, H. Melchior Muhlenberg, Pennsylvania
Paine, Sumner Cummings, Maine
Buckingham, Benjamin Horr, Ohio
Bixler, Louis Edward, Pennsylvania
Kimball, William Wirt, Son of Officer

Brown, Charles Rufus, New Hampshire
Harber, Giles Bates, Ohio
Curtis, Clinton Kidd, West Virginia
Potter, William Parker, New York
Hobson, Joseph Brittain, Iowa
Briggs, John Bradford, Massachusetts
Bowman, Charles Grimes, Indiana
Field, Edward Augustus, Connecticut
Turner, William Henry, Ohio
Thackara, Alexander Montgomery, Pennsylvania
Garvin, John, Ohio
Wilson, John Clark, New York
Bassett, Fletcher Stewart, Illinois
Handy, Henry Overing, Massachusetts
Mason, Newton Eliphalet, Pennsylvania
Osborn, Arthur Patterson, Ohio
Harris, Uriah Rose, Indiana
Winslow, Herbert, Son of Officer
Berwind, Edward Julius, Pennsylvania
Niles, Kossuth, Illinois
Birney, Frank Case, Son of Officer
Arthur, Elliott John, Vermont
Patch, Nathaniel Jordan Knight, Massachusetts
Rohrer, Karl, Missouri
Delehay, William Edward Baker, Kansas
Franklin, James, Maryland
Norris, John Alexander, Pennsylvania
Milligan, John, Ohio
Davenport, Richard Graham, Georgia
Day, William Plummer, Naval apprentice
Ruschenberger, Charles Wister, Son of Officer
Bolles, Timothy Dix, Arkansas
Bulkley, William Franklin, New York
Bradbury, Charles Augustus, Vermont
Colvocoresses, George Partridge, Son of Officer
Clarke, Charles Ansyl, Iowa
Nickels, John Augustine Heard, Massachusetts
Nazro, Arthur Phillips, Massachusetts
Mahan, Dennis Hart, Son of Officer
Wright, George Francis, Illinois
Barry, Edward Battevant, Son of Officer
Driggs, William Hale, Michigan
Hull, Frederick Byron, Michigan
Moore, John Henry, New York
Comly, Samuel Pancoast, New Jersey
Stuart, Daniel Delehanty Vincent, New York
Houston, Nelson Townsend, New York
Blanchard, Horace Augustus, Massachusetts
Breck, Richard Axtell, Massachusetts
Negley, William Clark, Pennsylvania
Macfarlane, Edward Overton, Pennsylvania
Kellogg, Wainwright, Pennsylvania
Taunt, Emory Herbst, Pennsylvania
Coffin, John Huntington Crane, Son of Officer
Wallis, John Purnell, Maryland
Longnecker, Henry Clay, Pennsylvania
Monahon, Henry Titus, Naval apprentice
Phelps, Thomas Stowell, Jr., Son of Officer

Colahan, Charles Ellwood, Pennsylvania
Hadden, William Armstrong, Pennsylvania
Graydon, James Weir, Indiana
Stockton, Henry Trautman, Pennsylvania
Berry, Albert Gleaves, at large
Low, William Franklin, New Hampshire
May, Sidney Harvey, New Hampshire
Mitchell, Richard, Massachusetts
Hall, Martin Ellsworth, Iowa

MIDSHIPMEN GRADUATING CLASS OF 1870, SIXTY-EIGHT MEMBERS.

† Dyer, George Leland, Maine
Peck, Robert Grosvenor, Massachusetts
Rittenhouse, Hawley Olmstead, New Jersey
Schaefer, Henry William, Illinois
Hubbard, John, Arizona
Baker, Winfield Scott, Indiana
Fickbohm, Herman Frederick, Naval apprentice
Mayer, William Godfrey, Ohio
Murdock, Joseph Ballard, Massachusetts
Briggs, Charles, Rhode Island
Danenhower, John Wilson, Illinois
Heilner, Lewis Cass, Pennsylvania
McCrackin, Alexander, Iowa
Harris, Henry, Illinois
Graham, Samuel Lindsey, Pennsylvania
Post, Joel Arthur, New York
Calhoun, George Allen, Naval apprentice
Kunhardt, Charles Philip, Pennsylvania
Holliday, Walter Sterling, Wisconsin
Keeler, John Dowling, Indiana
Reamey, Lazarus Lowry, Pennsylvania
Rees, Corwin Pottenger, Ohio
Jacoby, Harry Muhlenburg, Pennsylvania
Hughes, Edward Merritt, at large
Wood, William Maxwell, Jr., Indiana
Collins, John Bartholomew, Louisiana
Hunker, Jacob John, Ohio
Wright, Miers Fisher, Pennsylvania
Hyde, Marcus Darius, Washington Territory
Lyman, Charles Huntington, Ohio
Nye, Haile Collins T., Ohio
Sargent, Nathan, Montana Territory
Holman, George F. Warren, California
Spencer, Thomas Corry, Son of Officer
Remsen, William, New York
Conway, William Priest, Kentucky
Vreeland, Charles Edward, Naval apprentice
Ray, Whitmul Pope, Indiana
Leach, Boynton, New York
Merriam, Greenlief Augustus, Massachusetts
Jouett, Landon Preston, Kentucky
Crosby, Freeman Hopkins, New York
Richman, Clayton Scott, Iowa
Augur, John Preston Johnston, Son of Officer
Osterhaus, Hugo, Missouri
Emmerich, Charles Franklin, District of Columbia

Dimock, Martial Campbell, Naval apprentice
Abbott, John Strong, Wisconsin
Gentsch, Ferdinand Henry, Ohio
Penington, Henry Rowan, Delaware
Kilburn, Willie, California
Salter, Timothy Gardner Coffin, Naval apprentice
Sawyers, James Henry, Kentucky
Bull, James Henry, Pennsylvania
Van de Carr, William Henry, New York
Tyler, Hanson Risley, Vermont
Milliman, Anson Briggs, Naval apprentice
Utley, Joseph Henry, Illinois
Gore, James Moorehead, Son of Officer
Green, Henry Loomis, New York
Milton, John Brown, Kentucky
Ludlow, Francis Louis, New York
Dillingham, Albert Caldwell, Pennsylvania
Mentz, George William, New Jersey
Ellery, Frank, Jr., Son of Officer
Porter, Theodoric, Son of Officer
Winslow, Francis, Son of Officer
McDonald, Colin, Ohio

CADET MIDSHIPMEN, GRADUATING CLASS OF 1871, FORTY-NINE MEMBERS.

† Staunton, Sidney Augustus, West Virginia
Terrell, Charles, Kentucky
Thomas, Chauncey, Pennsylvania
Crandall, Albert Alonzo, Minnesota
Ward, Aaron, Pennsylvania
Bartlett, Charles Ward, Massachusetts
Busbee, Perrin, North Carolina
Irwin, William Manning, Ohio
Nabor, Frank Work, Ohio
Dabney, Albert Jouett, Kentucky
Calkins, Carlos Gilman, Ohio
Clason, William Paine, Rhode Island
Roller, John Emil, Naval apprentice
Cresap, James Cephas, Ohio
Greene, Francis Emerson, Indiana
Hunsicker, Joseph Leslie, Pennsylvania
Barroll, Henry Harris, Missouri
Elliott, William Power, at large
McCrea, Henry, Indiana
Qualtrough, Edward Frank, New York
Hanus, Gustavus Charles, Wisconsin
Bruns, Christopher L., New York
McIntosh, Horace Parker, Indiana
Freeman, Julius Cæsar, Illinois
Wood, Thomas Clark, New York
Lefavor, Frederick Herbat, Ohio
Barber, Joel Allen, Wisconsin
Selden, George Lord, Connecticut
French, Walter Seba, Maine
Sewell, William Elbridge, New York
Stevens, Robert Dunn, New York
Babcock, William Carmi, Kansas
Downes, John, at large
Marshall, William Alexander, Pennsylvania
Wight, James Marshall, Michigan
Cobb, Alphonso Harmon, Michigan
Guertin, Frank, Wisconsin
Vail, George Andros, New York
Galloway, Charles Douglas, Maryland
Seabury, Samuel, Naval apprentice
Foster, Charles Alexander, Minnesota

Wilson, Downes Lorraine, at large
Sanderson, George Andrew, Ohio
Baker, Asher Carter, Iowa
Plunkett, Thomas Smyth, at large
Burnett, Jeremiah Cutler, Indiana
Edson, John Tracey, at large
Slack, William Hall, at large
Masser, William Henry Eyre, Pennsylvania

CADET MIDSHIPMEN, GRADUATING CLASS OF 1872, TWENTY-FIVE MEMBERS.

Freeman, Albert Thorp, New Jersey
†Southerland, Wm. Henry Hudson, Naval apprentice
Roper, Jesse Mims, Missouri
Fox, Charles Eben, at large
James, Nathaniel Talbot, at large
McLean, Robert Hamilton, Naval apprentice
Schwenk, Milton Klinger, Colorado Territory
Heacock, William Crawford, New York
Thompson, Charles Albert, Louisiana
Medary, Jacob, at large
Fletcher, Robert Howe, at large
Fremont, John Charles, Jr., at large
Rinehart, Benjamin Frank, Pennsylvania
Galt, Rogers Harrison, at large
Miles, Charles Richard, Utah Territory
Mertz, Albert, Wisconsin
Lowry, Oswin Welles, Ohio
Lyeth, Clinton Hoffman, West Virginia
Hotchkin, Frank Seymour, New York
Cottman, Vincendon Lazarus, New York
Lasher, Oren Earl, New York
Waring, Howard Scott, Naval apprentice
Winlock, James Henry, Kentucky
Sawyer, Frank Ezra, Massachusetts
Baker, Daniel Foster, at large

CADET MIDSHIPMEN, GRADUATING CLASS OF 1873, TWENTY-NINE MEMBERS.

†Schuetze, William Henry, Missouri
Deering, Charles William, Maine
Fowler, Gilbert, Massachusetts
Howard, Thomas Benton, at large
Cowles, Walter Cleveland, Connecticut
Knight, Austin Melvin, Florida
Diehl, Samuel Willauer Black, Pennsylvania
Badger, Charles Johnston, at large
Michelson, Albert Abraham, at large
Young, Lucien, Kentucky
Nicholson, Reginald Fairfax, North Carolina
Underwood, James Porter, Michigan
Wilner, Frank Adams, New York
Tyler, Frederick Halsey, Michigan
Morrell, Henry, New York
Putnam, Charles Flint, Illinois
Underwood, Edward Beardsley, at large
Case, Augustus Ludlow, Jr., at large

Halsey, William Frederick, Louisiana
Shufeldt, Mason Abercrombie, Connecticut
Lemly, Samuel Conrad, North Carolina
Winder, William, New Hampshire
Muse, Thomas Ennalls, Maryland
Robinson, John Marshall, at large
Bean, John Ward, North Carolina
Reynolds, Alfred, Indiana
Moore, Charles Brainard Taylor, Illinois
Matsmulla, Zun Zow, Japan
Veeder, Ten Eyck DeWitt, New York

CADET ENGINEERS, GRADUATING CLASS OF 1873, FIVE MEMBERS.

Leitch, Robert Rose, Maryland
Cleaver, Henry Tyson, Pennsylvania
Wooster, Lucius Winslow, New Jersey
Barton, John Kennedy, Pennsylvania
Denig, Robert Gracy, Ohio

CADET MIDSHIPMEN, GRADUATING CLASS OF 1874, THIRTY MEMBERS.

†Peters, George Henry, Pennsylvania
Fiske, Bradley Allan, Ohio
Holmes, Frank Huntington, California
Wegmann, Albert, New York
Stewart, John William, Indiana
Reich, Henry Frick, Pennsylvania
Flynne, Lucien, Texas
Hutchins, Hamilton, New Hampshire
Noel, York, Pennsylvania
Parker, John Frederick, Ohio
Reynolds, Matthew Givens, Missouri
Colwell, John Charles, at large
Whitfield, William Edmund, Arkansas
Rooney, William Reed Alexander, Pennsylvania
Dorn, Edward John, Missouri
Fuller, Edward Chapman, Ohio
Allderdice, Winslow, Virginia
Hutter, George Edward, Virginia
Nostrand, Warner Hatch, New York
Scott, Bernard Orme, Alabama
Arms, Lyman, Michigan
Milligan, Frank John, Tennessee
Haskell, Charles William, Iowa
Reynolds, Edwin Lewis, New Jersey
Farnsworth, John, Illinois
Bowyer, John Marshall, Iowa
Nicholson, John Ormond, Alabama
Emmons, George Thornton, at large
Peacock, David, New Jersey
Danner, Frederick William, Alabama

CADET ENGINEERS, GRADUATING CLASS OF 1874, TEN MEMBERS.

Mattice, Asa, New York
Ransom, George Brinkerhoff, New York
Eaton, William Colgate, New York
Hoffman, Frank Jacob, Maryland
Canaga, Alfred Bruce, Ohio
Zane, Abram Vanhoy, Pennsylvania
Edwards, John Richard, Pennsylvania
Warren, Benjamin Howard, Massachusetts
Willitts, Albert Bowen, Pennsylvania
Potts, Stacy Pennsylvania

CADET MIDSHIPMEN, GRADUATING CLASS OF 1875, THIRTY-TWO MEMBERS.

Hodgson, Albon Chase, Georgia
Amsden, Charles Heath, Ohio
†Winslow, Cameron McRae, at large
Helm, James Meredith, Tennessee
Cutler, William Gifford, at large
Corbin, Clarence Arthur, Michigan
Carter, Fidelio Sharps, Illinois
Coffin, Frederick Wesley, Massachusetts
Hosley, Harry Hibbard, New Hampshire
Laird, Charles, Ohio
Hughes, Walter Scott, Iowa
Usher, Nathaniel Reilley, Indiana
Hodges, Harry Marsh, Illinois
Fletcher, Frank Friday, Iowa
Daniels, David, Massachusetts
Sharp, Alexander, Jr., District of Columbia
Wood, Moses Lindley, Missouri
Townley, Richard Henry, Nebraska
Bostick, Edward Dorsey, South Carolina
Worcester, George Henry, New York
Shearman, John Adams, New York
Beatty, Frank Edmund, Minnesota
Doyle, Robert Morris, Tennessee
Smith, James Thorn, North Carolina
McCartney, Charles Michael, Pennsylvania
Howe, Alfred Leighton, Pennsylvania
Hunt, Henry Jackson, at large
Collins, Frank Sheldon, at large
Hunt, Ridgley, Louisiana
Vinton, Frederick Betts, New York
Caperton, William Banks, Tennessee
Stoney, George M., Alabama

CADET ENGINEERS, GRADUATING CLASS OF 1875, SIXTEEN MEMBERS.

Bailey, Frank Hughes, New York
Cowles, William, New York
Willitts, George Sidney, Pennsylvania
Cathcart, William Ledyard, Pennsylvania
Worthington, Walter Fitzhugh, Maryland

Little, William Nelson, Georgia
Warburton, Edgar Townsend, Pennsylvania
Burgdoff, Theodore Frederick, New Jersey
King, William Richard, Maryland
Freeman, Edward Russell, Mississippi
Babbitt, George Henry Thomas, Ohio
Eldridge, Frank Harold, Ohio
Kleckner, Charles, Pennsylvania
De Ruiz, Alberto, Pennsylvania
Loomis, Edmund Underwood, Maryland
Boggs, William Brenton, District of Columbia

CADET MIDSHIPMEN, GRADUATING CLASS OF 1876, FORTY-TWO MEMBERS.

Brown, Stimson Joseph, New York
Gearing, Henry Chalfant, Pennsylvania
†Foulk, George Clayton, Pennsylvania
Walling, Burns Tracy, Ohio
Potts, Templin Morris, at large
Allen, William Herschell, Illinois
Sears, James Hamilton, New York
Jenkins, Stephen, New York
Winch, Thomas Garfield, Ohio
Boush, Clifford Joseph, Virginia
Katz, Edward Marc, Wisconsin
Rogers, Charles Custis, Tennessee
McLean, Walter, at large
Mayo, Henry Thomas, Vermont
Culver, Abraham Ellis, New York
Reynolds, Lovell Knowles, Alabama
Varnum, William Lahy, Pennsylvania
Henderson, Richard, North Carolina
Pond, Charles Fremont, Connecticut
Rollins, Anthony Wayne, Kentucky
Ray, Robert Clary, at large
Newton, John Thomas, Ohio
Rose, Waldemar d' Arcy, at large
Gillmore, James Clarkson, Arizona Territory
Jardine, Augustus Edward, at large
Case, Daniel Rogers, at large
Mallory, Stevenson Blount, Virginia
Chambers, Washington Irving, New York
Sherman, Francis Howland, Missouri
Gove, Charles Augustus, at large
Piepmeyer, Louis William, at large
Coffman, De Witt, Virginia
Tappan, Benjamin, Arkansas
Proudfit, John McLean, at large
Minett, Henry, Kentucky
Hannum, George Gangwere, Pennsylvania
Mulligan, Richard Thomas, New Jersey
Hogg, William Stetson, at large
Fisher, Elstner Nelson, Pennsylvania
Wise, Edward Everett, at large
Griffin, Thomas Dillard, Virginia
Braunersreuther, William, Illinois

CADET ENGINEERS, GRADUATING CLASS OF 1876, THREE MEMBERS.

Dunning, William Batey, New York
Stivers, Henry Hicks, New York
Reid, Robert Ingersoll, Pennsylvania

CADET MIDSHIPMEN, GRADUATING CLASS OF 1877, FORTY-FIVE MEMBERS.

†Fullam, William Freeland, New York
Witzel, Horace Mark, Wisconsin
Dodge, Omenzo George, Kansas
David, William Glenn, New York
Winterhalter, Albert Gustavus, Michigan
Jeffries, Alfred, Texas
Orchard, John Madison, Missouri
Bronaugh, William Venable, Kentucky
Paris, Russel Clark, New York
Taylor, Hiero, Illinois
Jordan, John Newell, Maine
Fechteler, Augustus Francis, New York
Brumby, Thomas Mason, Georgia
Brice, Jonathan Kearsley, Ohio
Wright, Edward Everett, Massachusetts
Bostwick, Frank Matteson, Wisconsin
Woodworth, Selim Edward, at large
Gleaves, Albert, Tennessee
Constant, Walter Maibee, Maryland
Nelson, Valentine Sevier, Tennessee
Oliver, James Harrison, Georgia
Dodd, Arthur Wright, Indiana
Wakenshaw, Harry Charles, New Jersey
Parker, James Phillips, North Carolina
Hodges, Ben Ward, Mississippi
Grant, Albert Weston, Wisconsin
Rogers, Henry Horace, Illinois
Denfeld, George William, Massachusetts
Dunn, Herbert Omar, Rhode Island
Halpine, Nich. J. Lane Trowbridge, New York
Case, Frank Blair, Michigan
Toppan, Frank Winship, Massachusetts
Dombaugh, Harry Mason, Ohio
Heath, Frank Rives, at large
Lansdale, Philip Van Horn, at large
Benson, William Shepherd, Georgia
Werlich, Percival Julius, Wisconsin
Rush, William Rees, Louisiana
Harrison, Horace Wellford, at large
Hall, Alfred Lovell, Ohio
Burdick, William Leslie, Ohio
Johnson, Henry Abert, at large
Cook, Simon, Missouri
Katz, Koroku, Japan
Kunitomo, Giro, Japan

CADET MIDSHIPMEN, GRADUATING CLASS OF 1878, THIRTY-SIX MEMBERS.

†Fillmore, John Hudson, Illinois
Rodgers, Thomas Slidell, at large
Quinby, John Gardner, at large
McClain, Charles Sumner, Indiana
Glennon, James Henry, California
Knapp, Harry Shepard, Connecticut
Sprague, Frank Julian, Massachusetts
Smith, Roy Campbell, Virginia
Rodgers, William Ledyard, California
Wood, Albert Norton, Indiana
Huse, Harry McLaren Pinkney, New York
Ormsby, George Francis, Ohio
Atwater, Charles Nelson, New York
Lloyd, Edward, Jr., Maryland

Holcombe, John Hite Lee, Georgia
Hughes, Richard Morris, Pennsylvania
Bibb, Peyton Benajah, Alabama
Wright, Robert Kemp, Pennsylvania
Kimmell, Harry, Pennsylvania
Biddle, Spencer Fullerton Baird, at large
Ryan, Thomas William, Pennsylvania
McDonnell, John Edmund, Nevada
Canfield, William Chase, at large
Stafford, George Henry, Iowa
White, William Porter, at large
Clark, George Ramsey, Ohio
Sparhawk, George, Massachusetts
Craven, John Eccleston, at large
Shipley, John Harry, Missouri
Rogers, Allen Grey, North Carolina
Knapp, John Joseph, Missouri
Todd, Wilson Lemuel, Pennsylvania
Hooke, Horatio Hill, Illinois
Hetherington, James Henry, Iowa
Dent, Baine Caruthers, at large
Almy, Augustus Craven, at large

CADET ENGINEERS, GRADUATING CLASS OF 1878, FOURTEEN MEMBERS.

Hollis, Ira Nelson, Kentucky
Schell, Franklin Jacob, Pennsylvania
Spangler, Henry Wilson, Pennsylvania
Bull, Goold Hoyt, Pennsylvania
Griffin, Robert Stanislaus, Virginia
McElroy, George Wightman, Michigan
Cooley, Mortimer Elwyn, New York
Bartlett, Frank William, Michigan
Bieg, Frederick Charles, Missouri
Gage, Howard, Michigan
Wilmer, Joseph Ringgold, Maryland
Gow, John Loudon, Indiana
Wight, Charles Leslie, Massachusetts
Burd, George Eli, Massachusetts

CADET MIDSHIPMEN, GRADUATING CLASS OF 1879, FORTY-ONE MEMBERS.

†Miner, Randolph Huntington, Ohio
Hood, John, Alabama
Clements, Abner Brush, Missouri
Hayden, Edward Everett, Massachusetts
Chase, Henry Sanders, Louisiana
Moore, John McConnell, Indiana
Garrett, Le Roy Mason, New York
Marsh, Charles Carlton, Indiana
Sloan, Robert Sage, New York
Jungen, Charles William, Wisconsin
Blish, John Bell, Indiana
Harlow, Charles Henry, New York
Wike, Harvey, Illinois
Gill, William Andrew, Pennsylvania
Schwerin, Rennie Pierre, New York
Ripley, Charles Stedman, at large
Gibson, John, Kentucky
Cahoon, James Blake, Vermont
Sears, Walter Jesse, Pennsylvania
Garrett, Leigh Osborn, Illinois
Menefee, Daniel Preston, California
Snowden, Thomas, New York
Dougherty, John Allen, Missouri
Bell, John Arthur, West Virginia
Tillman, Edward Hord, Tennessee

Kellogg. Francis Woodruff, Connecticut
Gibbons, John Henry, Michigan
Robinson, Herbert Judson, New Hampshire
Cunningham, Andrew Chase, New York
Barnard, Louis Hall, Colorado
Brown, Guy Warner, Indiana
Thom, William Arthur, at large
Lopez, Robert Files, Tennessee
Drayton, Percival Langdon, at large
Read, Maurice Lance, South Carolina
Mudd, John Alexis, at large
Graham, William Alfred, New York
Bitler, Reuben Oscar, Pennsylvania
Purcell, John Lewis, New Jersey
Welsh, George Silvis, Pennsylvania
Sturdivant, Harry Leland, Maine

CADET ENGINEERS, GRADUATING CLASS OF 1879, TWENTY-THREE MEMBERS.

Gatewood, Richard, Virginia
McFarland, Walter Martin, District of Columbia
Bowles, Francis Tiffany, Massachusetts
Bryan, Benjamin Chambers, New Jersey
Lubbe, Charles Custer, Pennsylvania
Carr, Clarence Alfred, Pennsylvania
Hunt, Andrew Murray, Indiana
Acker, Edward O'Connor, Pennsylvania
Annan, John Wesley, Massachusetts
Ivers, Henry King, Missouri
Norton, Harold Percival, New York
Bennett, Frank Marion, Michigan
Elseffer, Harry Smith, Iowa
Talcott, Charles Gratiot, District of Columbia
Crygier, John Ulysses, New York
Isbester, Richard Thornton, Tennessee
Scribner, Edward Herschel, Massachusetts
Bevington, Martin, Ohio
Bowers, Frederic Clay, New Jersey
Salisbury, George Robert, Missouri
Pickrell, Joseph McCall, Virginia
Baker, John Howard, Rhode Island
Carter, Thomas Frederic, Kentucky

CADET MIDSHIPMEN, GRADUATING CLASS OF 1880, SIXTY-TWO MEMBERS.

Alger, Philip Rounseville, at large
Dresel, Herman George, Ohio
Norton, Luman Spooner, Vermont
Phelps, Harry, New Jersey
Bernadou, John Baptiste, at large
Hourigan, Patrick William, New York
Ackerman, Albert Ammerman, New Jersey
Wolfersberger, William Henry, Illinois
Poundstone, Homer Clarke, West Virginia
Haskell, Porter David, Michigan
Niblack, Albert Parker, Indiana
Wilkinson, Ernest, Louisiana
Howze, Arthur Robertson, Mississippi
Truxtun, William, at large
Morgan, Stokeley, Arkansas
West, George Ernest, New York
Watters, John Sproston, at large

Emerson, William Henry, at large
Parke, Thomas Aloysius, West Virginia
Duncan, Louis, Kentucky
Muir, William Carpenter Pendleton, Kentucky
Cabaniss, Charles, Virginia
†Haeseler, Francis Joy, Pennsylvania
Van Duzer, Louis Sayre, New York
Rohrbacker, Joseph Hamilton, Pennsylvania
Beale, Joseph, Pennsylvania
Simpson, Edward, Jr., at large
Drake, James Calhoun, Arkansas
Dickson, Joseph Morrill, Texas
Dillman, George Lincoln, Iowa
Bowdon, Frank Welch, Texas
Mayer, Augustus Newkirk, Iowa
Sims, William Sowden, Pennsylvania
Buchanan, Wilson Wildman, Ohio
Leiper, Edwards Fayssoux, Pennsylvania
Brainard, Fred Rowland, Illinois
Safford, William Edwin, Ohio
Eyre, Manning Kennard, at large
Gorgas, Miles Carpenter, at large
Scott, Richard Hamilton, Minnesota
Wall, Francis Richardson, Mississippi
Finley, Henry Marzette, Ohio
Fillebrown, Horatio Ladd, South Carolina
Worthington, Thomas, at large
Maxwell, William John, at large
Huntoon, Fitz-Aubert, Kansas
Swift, Franklin, Massachusetts
Hill, Charles Homer, Wisconsin
French, George Ross, at large
Ashmore, Henry Beckwith, New York
Gray, James, Illinois
Dewey, Theodore Gibbs, South Carolina
Cramer, Ambrose, Indiana
Luby, John Frazer, New York
Richardson, Walter Gates, Massachusetts
Clark, Lewis Jacob, Alabama
Nash, Edwin White, Ohio
Brown, James Stephen, Tennessee
Belmont, Oliver Hazard Perry, New York
Brinley, Edward, at large
Rodman, Hugh, Kentucky
Bullitt, Howard Henry, at large

CADET ENGINEERS, GRADUATING CLASS OF 1880, SEVENTEEN MEMBERS.

Stahl, Albert William, New York
Durand, William Frederick, Connecticut
Hasson, Wm. Frederick Converse, Ohio
Miner, Leo Dwight, Ohio
Sample, Winfield Scott, Pennsylvania
Woods, Arthur Tannatt, Massachusetts
Wood, Joseph Learned, Virginia
Manning, Charles Edward, New York
Hall, Harry, Pennsylvania
Allderdice, William Hillary, Pennsylvania
Young, Albert Osborn, New York
Smith, Albert Edward, Wisconsin
King, Charles Alfred, Maryland
Kinkaid, Thomas Wright, Ohio
Weaver, William Dixon, Kentucky
Worthington, John Leeds, Maryland
Smith, William Strother, Virginia

CADET MIDSHIPMEN, GRADUATING CLASS OF 1881, SEVENTY-TWO MEMBERS.

†Schock, John Loomis, Pennsylvania
Woodward, Joseph Janvier, at large
Linnard, Joseph Hamilton, Pennsylvania
Hoogewerff, John Adrian, at large
Sutton, Francis Eskridge, New York
Rees, John Livermore, Michigan
Dashiell, Robert Brooke, at large
Rider, Frederic Clinton, Rhode Island
White, Harry Kidder, Dakota Territory
Karmany, Lincoln, Pennsylvania
Capehart, Edward Everett, Ohio
Carroll, Eugene, at large
Eldredge, Houston, at large
Serata, Tasuka, Japan
Bunts, Frank Emory, Ohio
Lauchheimer, Charles Henry, Maryland
Forshew, Robert Pierpont, New York
Stayton, William Henry, Delaware
Doyen, Charles Augustus, New Hampshire
Mahoney, James Edward, Massachusetts
Wilson, Henry Braid, New Jersey
Andrews, Horace Burlingame, Michigan
Hunicke, Felix Hermann, Missouri
Moses, Franklin James, South Carolina
Wilkes, Gilbert, Utah Territory
Uriu, Sotokichi, Japan
Haines, Henry Cargill, at large
Blow, George Preston, Virginia
Barnett, George, Wisconsin
Perkins, Con Marrast, at large
Flournoy, William Francis, Louisiana
Smies, Frederic William, Ohio
Colwell, James Hall, at large
Ballentine, Henry Laird, Tennessee
Clarke, George, Illinois
Robinson, William Moody, at large
Buck, Guy Morville, Maine
Bryan, Samuel, Maryland
Weeks, John Wingate, New Hampshire
Harrison, Edward Hanson, at large
George, Charles Peaslee, Illinois
Weller, Ovington Eugene, Maryland
Cohen, Harry Radcliffe, at large
Stewart, Charles West, Illinois
Kimball, John Arthur, Massachusetts
Crenshaw, James Davis, Texas
McJunkin, Ira, Pennsylvania
Hains, Robert Peter, Maine
Cockle, Rudolphus Rouse, Illinois
Kase, Spencer Mettler, Illinois
Printup, David Lawrence, New York
McCrea, Alexander Sterling, at large
Ford, William Griffing, Arkansas
Emmet, William Le Roy, at large
Craven, McDonough, New York
Rodgers, Guy George, Tennessee
Harmon, Eugene Marion, Ohio
Donnelly, Michael Joseph, Wisconsin
Dresser, James Walter, Minnesota
Wright, Silas Haynes, Michigan
Craig, Ben Holliday, Missouri
Mathews, Thomas Henry, Pennsylvania
Williamson, Samuel Hill, North Carolina
Bonfils, Thomas Lewis, Pennsylvania
Oliphant, Alexander Coulter, New Jersey

Vance, Zebulon Baird, North Carolina
McKee, Llewelyn Thomas, Missouri
Morgan, Daniel, Kentucky
Parsons, Arthur Carlton, Iowa
Perry, George Ernest, Illinois
Hasson, Alexander Ritchie, Connecticut
Enouye, Yenosuke, Japan

CADET ENGINEERS, GRADUATING CLASS OF 1881, TWENTY-FOUR MEMBERS.

Whitham, Jay Manuel, Illinois
Kaemmerling, Gustave, Indiana
Shallenberger, Oliver Blackburn, Pennsylvania
Byrne, James Edwin, Massachusetts
Dowst, Frank Butland, Massachusetts
McAlpine, Kenneth, Virginia
Smith, William Stuart, New York
Webster, William Townsend, New York
Bankson, Lloyd, Pennsylvania
Mathews, Clarence Herbert, Ohio
Redgrave, De Witt Clinton, Maryland
Stewart, Robert, Jr., Michigan
Parsons, Isaac Brown, Michigan
White, William Wilmot, Pennsylvania
Sampson, Bias Clay, Illinois
Perkins, Lyman Burnham, Connecticut
Belden, Charles Emery, Ohio
Arnold, Solon, Maryland
Bush, Arthur Richmond, Massachusetts
Anderson, Martin Augustus, Wisconsin
Hogan, Thomas Joseph, Georgia
Gartley, William Henry, Pennsylvania
Moritz, Albert, New York
Beach, Robert James, New York

CADET MIDSHIPMEN, GRADUATING CLASS OF 1882, THIRTY-SEVEN MEMBERS.

†Nixon, Lewis, Virginia
Wood, Spencer Shepard, New York
Arnold, John Thompson, Wyoming Territory
Fletcher, William Bartlett, Vermont
Sutphen, Edson Webster, Nebraska
Bennett, Louis Slocum, New Jersey
Johnston, Marbury, Georgia
Whittlesey, William Bailey, New York
McWhorter, Jacob Gray, Georgia
Doyle, James Gregory, Pennsylvania
Savage, Ledru Rollin, Illinois
Jayne, Joseph Lee, Mississippi
McNutt, Finley Alexander, Indiana
Duncan, William Butler, Jr., New York
Prince, Thomas Clayton, Ohio
Blandin, John Joseph, Alabama
Howard, William Lauriston, Connecticut
Field, Wiley Roy Mason, Virginia
Anderson, Edwin Alexander, North Carolina
Semple, Lorenzo, Alabama
Key, Albert Lenoir, Tennessee

Paine, Walter Taylor, Ohio
Horst, Henry August, Alabama
Martin, Clarence, Louisiana
Grambs, William Jacob, Pennsylvania
Poyer, John Martin, at large
Kenkel, Hermann Henry, Minnesota
Eames, Harold Hayden, Maine
McGiffin, Philo Norton, Pennsylvania
Hubbard, Nathaniel Mead, at large
Gwyn, Lawrence Langston, Mississippi
King, William Nephew, Jr., Georgia
Parker, Felton, Iowa
Stahle, Frederick Henry, California
Patterson, S. Achmuty Wainwright, at large
Kent, George Edward, New York
Fowler, Hammond, Virginia

CADET ENGINEERS, GRADUATING CLASS OF 1882, TWENTY-THREE MEMBERS.

Theiss, Emil, Wisconsin
Gatewood, Robert Woodland, Virginia
Creighton, William Henry Paul, Ohio
Ferguson, George Robert, Connecticut
Miller, Peter, Kansas
Chambers, William Henry, Pennsylvania
Fitts, James Henry, Virginia
Rommell, Charles Edward, Pennsylvania
Gsantner, Otto Charles, New Jersey
Clarke, Arthur Henry, Rhode Island
Pendleton, Joseph Henry, Pennsylvania
Hawthorne, Harry Leroy, Kentucky
Willis, Clarence Calhoun, Mississippi
Conant, Frank Hersey, Massachusetts
Leopold, Harry Girard, Ohio
Higgins, Robert Barnard, Maryland
Day, Willis Bunner, Ohio
Leonard, John Calvin, Ohio
Addicks, Walter Robarts, Pennsylvania
Howland, Charles Henry, Rhode Island
Winchell, Ward Philo, Ohio
McAllister, Andrew, New York
Coley, Frederick Edward, New York

NAVAL CADETS, GRADUATING CLASS OF 1883, FIFTY-FOUR MEMBERS.*

Greene, Samuel Dana, Jr., Rhode Island
Street, *George Washington, Wisconsin
Armistead, Samuel Wilson, Virginia
Baxter, William Joseph, Ohio
Eaton, Charles Phillips, Wisconsin
Aldrich, William Sleeper, New Jersey
Jackson, John Brinckerhoff, New Jersey
Littlehales, George Washington, Pennsylvania

Dyson, Charles Wilson, Pennsylvania
Ellicott, John Morris, Maryland
Barkley, Richard Warren, Missouri
Darrah, William Francis, Rhode Island
Sweeting, Charles Edward, New York
Zinnell, George Frederick, Pennsylvania
Keith, Albion Sherman, Massachusetts
George, Harry, Michigan
Thurston, Benjamin Easton, Indiana
Halstead, Alexander Seaman, Pennsylvania
†Chapin, Frederick Lincoln, Illinois
Alexander, Robert Calder, Kentucky
Herbert, William Cromwell, Pennsylvania
Field, Harry Ashby, Virginia
Webster, Charles Franklin, Pennsylvania
Gignilliat, Thomas Heywood, Georgia
Barnard, John Hall, New York
Agee, Alfred Pelham, Alabama
Witherspoon, Thomas Alfred, Tennessee
Frazier, Robert Thomas, Tennessee
Stout, George Clymer, Pennsylvania
Brady, Cyrus Townsend, Kansas
Mitchell, Sydney Zollicoffer, Alabama
Jackson, John Alexander, Florida
Balthis, Harry Hamilton, Illinois
Toney, Tremlet Vivian, Illinois
Colvin, Frank Reginald, New York
Dalrymple, Elton Wesley, Iowa
O'Leary, Timothy Stephen, Massachusetts
Philbin, Patrick Henry, Maryland
Carswell, William Begs, Delaware
Lerch, Robert Lee, Ohio
Woods, Robert Harris, Virginia
Palmer, James Edward, North Carolina
Ellinger, Julius, Maryland
Pettit, Harry Corbin, Indiana
Gillis, Harry Alexander, Pennsylvania
Weeks, Edwin Babbitt, Oregon
Shock, Thos. Alexander Wharton, Maryland
Von Schrader, George Morrison, Missouri
Ledbetter, William Hamilton, Texas
Wilson, William Joseph, Ohio
Legaré, Alexander Brown, South Carolina
Gray, Willie Theodore, North Carolina
Ryan, Philip Joseph, New York
Glascock, Eustace Straughn, Maryland

NAVAL CADETS, GRADUATING CLASS OF 1884, FORTY-SIX MEMBERS.

†Hewes, Charles Hinman, Pennsylvania
Knepper, Chester Mahlon, Pennsylvania
Capps, Washington Lee, Virginia
Hoggatt, Wilford Bacon, Indiana
Williams, Clarence Stewart, Ohio
Beecher, Albert Morrison, Iowa
Hill, Frank Kinsey, Ohio
Curtis, Frederic Ellsworth, Massachusetts
Welles, Roger, Jr., Connecticut
Moseley, Nathaniel Stockwell, California

Field, Horace Almeron, New York
McNulta, Herbert, Illinois
Hulme, Walter Oliphant, New Jersey
Leary, Thomas Horton, North Carolina
McDonald, John Daniel, Nevada
Parmenter, Henry Earl, Rhode Island
Jones, Hilary Pollard, Virginia
Terrell, Douglass Fuqua, Mississippi
Hazeltine, Charles Walter, Missouri
Loomis, Frederick James, Connecticut
McCay, Henry Kent, Georgia
Seymour, Isaac Knight, Maine
Shoemaker, William Rawle, New Mexico
Plunkett, Charles Peshall, District of Columbia
McCreary, Wirt, Pennsylvania
Fahs, Charles Marion, Alabama
Werntz, Robert Lincoln, Pennsylvania
Whittlesey, Humes Houston, Indiana
McKean, Josiah Slutts, Ohio
Hayes, Charles Harold, Pennsylvania
Jones, Horace Walker, Virginia
Macpherson, Victor, Kentucky
Bush, William Wirt, Jr., New York
Harrell, John Randolph, Louisiana
Crisp, Richard Owens, Maryland
Davis, Edward, Pennsylvania
Johnston, William, Mississippi
Starr, John Barton, Kansas
Smith, Sidney Fuller, Massachusetts
O'Malley, William Ambrose, Pennsylvania
Keilholtz, Pierre Otis, Maryland
Richardson, Thornton Russell, Pennsylvania
Lawrance, William Hunter, Pennsylvania
Mathews, Albert Clifton, Ohio
Wirt, William Edgar, Ohio
Orr, Robert Hunter, Delaware

NAVAL CADETS, GRADUATING CLASS OF 1885, THIRTY-SIX MEMBERS.

†Taylor, David Watson, Virginia
McKay, William, Delaware
Tawresey, John Godwin, Delaware
Dieffenbach, Albert Christian, Pennsylvania
Fenton, Theodore Cornell, Pennsylvania
Chase, Volney Ogle, Louisiana
Miller, William Gardner, Virginia
Slocum, George Ralph, Illinois
Kline, George Washington, New Jersey
Kittrell, James Wesson, Mississippi
Joynes, Walker Waller, Tennessee
Thompson, Alexander, New York
Stanworth, Charles Semmes, Virginia
Strauss, Joseph, Virginia
Bispham, Harrison Augustus, Pennsylvania
McGuinness, John Patrick, Idaho Territory
Russell, Robert Lee, Georgia
Lombard, Benjamin Mathews, Iowa
Rust, Armistead, Virginia
Nes, David Small, Pennsylvania
Eberle, Edward Walter, Arkansas
Slade, Thomas Bog, Georgia
Gilmer, William Wirt, Virginia

Shindel, James Elliott, Pennsylvania
McCormick, Charles Monod, Virginia
Tarbox, Glennie, South Carolina
Evans, George Robert, Massachusetts
Coontz, Robert Edward, Missouri
Poe, Charles Carroll, Pennsylvania
Wright, Benjamin, Tennessee
Burnstine, Albert, Michigan
Dutton, Arthur Henry, Indiana
Corpening, Charles Macon, North Carolina
Bootes, James Thomas, Delaware
Pitner, Samuel Ellis, Tennessee
Howell, Robert Beecher, Michigan

NAVAL CADETS, GRADUATING CLASS OF 1886, TWENTY-FIVE MEMBERS.

Kress, Frederick Norton, New York
Breed, George, Kentucky
Bullard, William Hannum Grubb, Pennsylvania
Edgar, Webster Appleton, New York
Oman, Joseph Wallace, Pennsylvania
Dodd, Willard Louis, Indiana
Faust, William Harry, Ohio
Andrews, Philip, New Jersey
Caldwell, William Howell, Tennessee
Tisdale, Ryland Dillard, Kentucky
Strite, Samuel Melchior, Maryland
Jenkins, Friend William, Pennsylvania
Levis, Francis Adelbert, New York
†Hines, Harold Kemble, Kentucky
Cooper, George Franklin, Georgia
Rumsey, Harry Edgerton, Wyoming Territory
Witherspoon, Edwin Taylor, Connecticut
Johnson, Edwin Van Dusen, Indiana
Hawke, George Frederick, Pennsylvania
Griswold, John Noble, Wisconsin
McMillan, John Taylor, California
Billings, Cornelius Canfield, Vermont
Winram, Samuel Black, Missouri
Berry, John Giveen, Maine
Young, David May, Virginia

NAVAL CADETS, GRADUATING CLASS OF 1887, FORTY-FOUR MEMBERS.

Stocker, Robert, Minnesota
†Hibbs, Frank Warren, Minnesota
Snow, Elliott, Utah Territory
Decker, Benton Clark, Illinois
Bristol, Mark Lambert, New Jersey
Wells, Benjamin Warner, Jr., Illinois
McCully, Newton Alexander, Jr., South Carolina
Burke, Walter Safford, Illinois
Cloke, William Snelling, New Jersey
Stearns, Ben Wade, Iowa
Bertolette, Levi Calvin, Delaware
Hurlbut, Samuel Ray, Connecticut
Moale, Edward, Jr., Montana
Bryan, Henry Francis, Ohio
McMillan, William Graham, North Carolina

Durell, Edward Hovey, Massachusetts
Logan, George Wood, Ohio
Long, Andrew Theodore, North Carolina
Brown, Ford Hopkins, Iowa
Peckham, Henry Lincoln, Rhode Island
Washington, Thomas, North Carolina
Scales, Archibald Henderson, North Carolina
Stone, Clarence Morton, Indiana
Churchill, Creighton, Missouri
Davis, Archibald Hilliard, North Carolina
Johnston, Charles Ernest, Ohio
Draper, Herbert Lemuel, Kansas
Boughter, Francis, Pennsylvania
Blue, Victor, South Carolina
Pigott, Michael Royston, Massachusetts
Edmonds, Samuel Preston, Missouri
Burrage, Guy Hamilton, Massachusetts
Russell, Frank Mead, Pennsylvania
Coleman, Ross, California
Allen, Henry Asa, Wisconsin
Jackson, Richard Harrison, Alabama
Swanstrom, Frederick Emil, Minnesota
Cochran, Claude Stanley, Ohio
Ballinger, James Grey, Kansas
Craig, Colin Samuel, Iowa
Hudson, Charles Edward, Arkansas
Moseley, William Branch, Texas
Young, Louis le Sassier, Louisiana
O'Halloran, Thomas Michael, Pennsylvania

NAVAL CADETS, GRADUATING CLASS OF 1888, THIRTY-FIVE MEMBERS.

†Van Sant, William Newton, Pennsylvania
Marble, Frank, New York
Wilbur, Curtis Dwight, Dakota
Robertson, Ashley Herman, Illinois
Brittain, Carlo Bonaparte, Kentucky
Morgan, Casey Bruce, Mississippi
Crose, William Michael, Indiana
Miller, Marcus Lyon, Massachusetts
Hayward, George North, New York
Koester, Oscar William, Pennsylvania
Beswick, Delworth Wilson, Michigan
Hubbard, John Flavel, New York
Lejeune, John Archer, Louisiana
Robison, Samuel Shelburn, Pennsylvania
Chandler, Lloyd Horwitz, New Hampshire
Hartrath, Armin, Michigan
Ingate, Clarence Louis Adrian, Alabama
Benham, Henry Kennedy, New York
West, Ernest Edward, Georgia
Hughes, Charles Frederic, Maine
Norton, Albert Leland, Ohio
Stafford, Leroy Augustus, Louisiana
Aiken, Samuel James, Tennessee
Cole, Eli Kelley, New York
Anderson, Louis Joseph, Georgia
Franklin, William Buell, Maryland
Reid, James Henry, Virginia
Cramer, Stuart Warren, Illinois
Stickney, Herman Osman, Kentucky
Beach, Edward Latimer, Minnesota
Bassett, Frederick Brewster, Jr., New York
Gates, Herbert Grenville, Michigan
Monroe, Moses Daniel, New York
Wiley, Henry Ariosto, Texas
Kane, Theodore Porter, at large

NAVAL CADETS, GRADUATING CLASS OF 1889, THIRTY-FIVE MEMBERS.

†Hobson, Richmond Pearson, Alabama
Rock, George Henry, Michigan
Hoff, Arthur Bainbridge, at large
Twining, Nathan Crook, Wisconsin
Hutchison, Benjamin Franklin, Missouri
Pratt, William Veazie, Maine
Kittelle, Sumner Ely, New York
Marvel, George Ralph, Massachusetts
Nulton, Louis McCoy, Virginia
Lucas, Lewis Clark, Ohio
Patton, John Bryson, South Carolina
Neumann, Bertram Stansbury, New Jersey
Long, Charles Grant, Massachusetts
MacDougall, William Dugald, New York
Danforth, George Washington, Missouri
Magruder, Thomas Pickett, Mississippi
Lowndes, Edward Rutledge, Michigan
de Steigner, Louis Rudolph, Ohio
Bradshaw, George Brown, Texas
Phelps, William Woodward, Maryland
Kaiser, Louis Anthony, Illinois
Offley, Cleland Nelson, Indiana
Cole, William Carey, Illinois
Mitchell, George Grant, Indiana
Fuller, Ben Hebard, Michigan
Brand, Charles Augustine, Connecticut
Williams, Philip, Vermont
Carney, Robert Ernest, Wisconsin
Terhune, Warren Jay, New Jersey
Dutton, Robert McMillan, California
Harrison, William Kelley, Texas
Kirk, George William, Missouri
Prochazka, Julius, Wisconsin
Anderson, Ernest Bentley, Kentucky
Fermier, George Lucien, Indiana

NAVAL CADETS, GRADUATING CLASS OF 1890, THIRTY-FOUR MEMBERS.

†Ruhm, Thomas Francis, Tennessee
Spear, Lawrence, Ohio
Coleman, Noah Tunnicliff, New York
Scofield, Frank Herman, New York
Chase, Jehu Valentine, Louisiana
Gartley, Alonzo, Iowa
Ziegemeier, Henry Joseph, Ohio
Holmes, Urban Tigner, Arkansas
Davis, Cleland, Kentucky
Signor, Matt Howland, Nebraska
Blankenship, John Millington, Virginia
Buck, William Henry, Mississippi
Taylor, Montgomery Meigs, at large
Ritter, Henry Snyder, Pennsylvania
Williams, George Washington, South Carolina
Price, Claude Bernard, Mississippi
Catlin, Albertus Wright, Minnesota
McVay, Charles Butler, Colorado
Vogelgesang, Charles Theodore, California
Everhart, Lay Hampton, Alabama

Snow, William Alanson, Massachusetts
Sullivan, Franklin Buchanan, at large
Bailey, Claude, Arkansas
Neville, Wendell Cushing, Virginia
Moses, Lawrence Henry, New York
Dayton, John Havens, at large
Bostwick, Lucius Allyn, Massachusetts
Bond, Charles Otis, Iowa
Radford, Cyrus Sugg, Kentucky
Treadwell, Thomas Conrad, Massachusetts
Moffell, William Adger, South Carolina
Litimer, Julius Lane, West Virginia
Dismukes, Doctor Eugene, Mississippi
Edie, John Rufus, at large

NAVAL CADETS, GRADUATING CLASS OF 1891, FORTY-SIX MEMBERS.

†Zahm, Frank Baker, Pennsylvania
Gillmor, Horatio Gonzalo, Wisconsin
Smith, Henry Gerrish, Ohio
Watt, Richard Morgan, Pennsylvania
Belknap, Reginald Rowan, Arkansas
Blamer, DeWitt, Iowa
Robison, John Keeler, Michigan
Stearns, Clark Daniel, Michigan
Ninde, Daniel Benjamin, Indiana
Pollock, Edwin Taylor, Ohio
Kuenzli, Henry Charles, Wisconsin
Willard, Arthur Lee, Missouri
Christy, Harley Hannibal, Ohio
Rowen, John Howard, Pennsylvania
Hartung, Renwick John, Iowa
Hough, Henry Hughes, Massachusetts
Irwin, Noble Edward, Ohio
Smith, Lucien Greathouse, Illinois
Reed, Milton Eugene, Iowa
Evans, Waldo, Kansas
Moale, John Gray Foster, California
Flowers, Robert Lee, North Carolina
Emrich, Charles Rulf, Illinois
McLemore, Albert Sidney, Tennessee
Senn, Thomas Jones, South Carolina
Bierer, Bion Barnett, Kansas
McGrann, William Hugh, Tennessee
Caldwell, Harry Handly, Illinois
Preston, Charles Francis, Maryland
Williams, Dion, Ohio
Lane, Rufus Herman, Ohio
Sypher, Jay Hale, Arizona
Shepard, George Hugh, Wisconsin
Leigh, Richard Henry, Mississippi
McFarland, Horace Greeley, New York
Brotherton, William Daniel, Wisconsin
Althouse, Adelbert, Illinois
Carter, James Francis, Pennsylvania
Kochersperger, Frank Henry, Pennsylvania
McKelvey, William Nessler, Pennsylvania
Smith, Harry Eaton, Ohio
Theall, Elisha, New York
Laws, George William, Iowa
Blount, Irving, Indiana
Richards, George, Ohio
Gross, Louis Herman, Illinois

NAVAL CADETS, GRADUATING CLASS OF 1892, FORTY MEMBERS.

Beuret, John Dougall, Ohio
†McDonald, Joseph Ezekiel, Illinois
Ferguson, Homer Lenoir, North Carolina
Day, George Calvin, Vermont
McNamee, Luke, Kansas
Campbell, Joseph Randolph, Wyoming
Huffington, Howard Williams, Pennsylvania
Blakely, John Russell Young, Pennsylvania
Dawson, William Charles, Missouri
Jewell, Charles Theodore, at large
Evans, Holden A., Florida
Sawyer, Frederick Lewis, Illinois
Hussey, Charles Lincoln, New Hampshire
Porter, John Singleton, Tennessee
Davison, Gregory Caldwell, Missouri
Thompson, Leon Seymour, Ohio
Hines, John Fore, Kentucky
Traut, Frederick Augustus, Connecticut
Sheehan, James, New York
Low, Theodore Henry, Connecticut
Stitt, Thomas Lutz, Indiana
Stirling, Yates, Jr., Massachusetts
Symington, Powers, West Virginia
Crank, Robert Kyle, Texas
Moses, Stanford Elwood, Louisiana
Pringle, Joel Robert Poinsett, Illinois
Mather, George Herbert, New Jersey
Borden, Thomas Sheppard, Georgia
Payne, Fred Rounsville, New York
Mallison, George, North Carolina
McCormick, Benjamin Bernard, New York
Ball, Walter, New York
Myers, John Twiggs, Georgia
Russell, John Henry, Jr., at large
Gamble, Aaron Lichtenberger, Indiana
Macklin, Charles Fearns, New York
Kellogg, Edward Stanley, New York
Davis, Austin Rockwell, Georgia
Hasbrouck, Raymond De Lancy, Idaho
Allen, David Van Horn, Tennessee

NAVAL CADETS, GRADUATING CLASS OF 1893, FORTY-FOUR MEMBERS.

Powelson, Wilfred Van Nest, New York
†Montgomery, William Slack, Kentucky
Nutting, Daniel Chaplin, Jr., Kansas
Elder, Edwin Avery, Massachusetts
Clark, Frank Hodges, Jr., Rhode Island
Fitch, Claude Eames, Illinois
Ward, Henry Heber, New Jersey
Perry, Joseph Albert, Illinois
Bissett, Eugene Leo, Kentucky
Crosley, Walter Selwyn, Connecticut
Peugnet, Maurice Berthold, Missouri
Lang, Charles Jonas, Pennsylvania
Campbell, Edward Hale, Indiana
Magill, Louis John, Pennsylvania
Parker, Thomas Drayton, South Carolina
Berry, David Mark, California
Price, Henry Bertrand, Iowa

Wilson, Thomas Sheldon, Illinois
Doddridge, John Sehon, West Virginia
Trench, Martin Edward, Minnesota
Pearson, Henry Allen, Utah
Gise, William Kean, Illinois
Cook, Allen Merriam, Kansas
Chadwick, Frank Laird, Minnesota
Fewel, Christopher Catron, Texas
Olmstead, Percy Napier, Oregon
Jackson, Orton Porter, Pennsylvania
Hains, Peter Conover, Jr., District of Columbia
Powell, William Glasgow, New Jersey
Douglas, Richard Spencer, Georgia
Upham, Frank Brooks, Montana
Brady, John Richard, Pennsylvania
Sticht, John Low, New York
Ryan, John Paul Joseph, New York
Read, Frank De Witt, Ohio
Morris, John Ramsay, Missouri
Wells, Chester, Pennsylvania
Holsinger, Gerald Long, Kansas
McKethan, Alfred Augustus, North Carolina
Pollock, Emmett Biddle, Illinois
Potter, James Boyd, New Jersey
Pratt, Alfred Allen, Illinois
Carver, Marvin, Minnesota
Proctor, Andre Morton, Kentucky

NAVAL CADETS, GRADUATING CLASS OF 1894, FORTY-SEVEN MEMBERS.

†Robert, William Pierre, Mississippi
Cox, Daniel Hargate, New York
Gillis, Irvin Van Gorder, New York
Roberts, Thomas Gaines, Alabama
Sellers, David Foote, New Mexico
Adams, Lawrence Stowell, Pennsylvania
Stone, Raymond, Alabama
Tompkins, John Thomas, Louisiana
McLean, Ridley, Tennessee
Webster, Charles, Massachusetts
Hudgins, John Milton, Virginia
Babin, Provoost, New York
Churchill, Winston, Missouri
Jones, Lewis Burton, New York
Fullinwider, Simon Peter, Missouri
McMorris, Boling Kavanagh, Alabama
Graham, Stephen Victor, Michigan
Bennett, Ernest Linwood, Massachusetts
Hinds, Alfred Walton, Alabama
Moody, Roscoe Charles, Maine
Luby, John McLane, Texas
Sandoz, Fritz Louis, Louisiana
Galbraith, Gilbert Smith, Pennsylvania
Cooper, Ignatius Taylor, Delaware
Baker, Henry Thomas, Ohio
Chappell, Ralph Hubert, Michigan
James, Leland Frierson, South Carolina
Shaw, Melville Jones, Minnesota
Kavanagh, Arthur Glynn, Nebraska
Bookwaiter, Charles Sumner, Illinois
Scott, William Pitt, Pennsylvania
Snow, Carlton Farwell, Maine
Osborn, Robert Hatfield, New York
Spear, Roscoe, Pennsylvania
Manion, Walter James, Louisiana
Lyon, Frank, Kentucky
McNeeley, Robert Whitehead, North Carolina
Reeves, Joseph Mason, Illinois
Turpin, Walter Stevens, Maryland
Bulmer, Roscoe Carlisle, Nevada

Whitted, William Scott, North Carolina
Cone, Hutch Ingham, Florida
Stone, George Loring Porter, Georgia
Winship, Emory, Georgia
Gelm, George Earl, New York
England, Clarence, Arkansas
De Lany, Edwin Hayden, Tennessee

NAVAL CADETS, GRADUATING CLASS OF 1895, FORTY-ONE MEMBERS.

†Smith, Stuart Farrar, Pennsylvania
Groesbeck, William Gerard, Ohio
Dick, Thomas Merritt, South Carolina
Brumby, Frank Hardeman, Georgia
Baldwin, Frank Pardee, New Jersey
Mallory, Charles King, Tennessee
Davidson, William Christopher, South Dakota
Laning, Harris, Illinois
Mansfield, Newton, Ohio
Bannon, Philip Michael, Maryland
Chester, Arthur Tremaine, at large
Monaghan, John Robert, Washington
Butler, Henry Varnum, Jr., New York
Garrison, Daniel Mershon, New Jersey
Karns, Franklin D., Ohio
Walker, James Erling, North Carolina
Cushman, William Reynolds, New York
Todd, David Wooster, California
Raby, James Joseph, Michigan
Vestal, Samuel Curtis, Indiana
Morton, James Proctor, Missouri
Standley, William Harry, California
Gherardi, Walter Rockwell, at large
Klemann, John Valentine, New York
Bennett, Kenneth Marratt, New Jersey
Freeman, Frederick Newton, Indiana
Walker, Charles Henry, Massachusetts
McCormack, Michael James, Michigan
Bagley, Worth, North Carolina
Wadhams, Albion James, New York
Barnes, Cassius Bartlett, Oklahoma
Watson, Edward Howe, Kentucky
Breckinridge, Joseph Cabell, Kentucky
Knepper, Orlo Smith, Pennsylvania
Hall, Newt Hamill, Texas
Johnston, Rufus Zenas, Jr., North Carolina
Sayers, Joseph Draper, Jr., New York
Marshall, John Francis, Jr., Texas
Merritt, Darwin Robert, Iowa
Dunn, Edward Howard, Connecticut
Eckhardt, Ernest Frederick, Wisconsin

NAVAL CADETS, GRADUATING CLASS OF 1896, THIRTY-EIGHT MEMBERS.

†Robinson, Richard Hallett, Ohio
Leiper, Charles Lewis, Pennsylvania
Holden, Jonas Hannibal, Vermont
Craven, Thomas Tingey, New Hampshire

Poor, Charles Longstreet, New York
Earle, Ralph, Massachusetts
Lincoln, Gatewood Sanders, Missouri
Kalbach, Andrew Edwin, Pennsylvania
Walker, Ralph Eric, Indiana
Fitzgerald, Edwin Thomas, Texas
Wurtsbaugh, Daniel Wilbert, Texas
Wettingill, Ivan Cyrus, California
Tozer, Charles Maxson, New York
Bisset, Henry Overstreet, Maryland
Cluverius, Wat Tyler, Jr., Louisiana
Kimball, Henry Swift, Massachusetts
Wood, Duncan Mahon, Alabama
Palmer, Leigh Carlisle, Missouri
Marshall, Albert Ware, Texas
Kearney, Thomas Albert, Missouri
McArthur, Arthur, Jr., Wisconsin
Ridgely, Frank Eugene, at large
Knox, Dudley Wright, Tennessee
Burt, Charles Perry, Georgia
Gilpin, Charles Edward, Michigan
Ellis, Mark St. Clair, Arkansas
McCauley, Edward, Jr., New York
Castleman, Kenneth Galleher, Kentucky
Littlefield, William Lord, Massachusetts
Jessop, Earl Percy, West Virginia
Roys, John Holley, New York
Mustin, Henry Croskey, Tennessee
Washington, Pope, North Carolina
Rice, George Benjamin, Kentucky
Curtin, Roland Irvin, Pennsylvania
Henry, James Buchanan, Jr., New York
Crenshaw, Arthur, Alabama
Bronson, Amon, Jr., Nebraska

NAVAL CADETS, GRADUATING CLASS OF 1897, FORTY-SIX MEMBERS.

†Du Bose, William Gunnell, Georgia
Eggert, Ernest Frederick, Michigan
Yarnell, Harry Ervin, Iowa
Perrill, Harlan Page, Indiana
Hepburn, Arthur Japy, Pennsylvania
Theleen, David Elias, Wisconsin
Pressey, Alfred Warren, Nebraska
Jones, Needham Lee, Mississippi
Reynolds, William Herbert, Georgia
Overstreet, Luther Martin, Nebraska
Hart, Thomas Charles, Michigan
Murfin, Orin Gould, Ohio
Sargent, Leonard Rundlett, Minnesota
Miller, Cyrus Robinson, California
Chase, Gilbert, Virginia
White, William Russell, Arizona
Graeme, Joseph Wright, Pennsylvania
Houston, Victor Stuart, South Dakota
Sexton, Walter Roswell, Illinois
Boyd, David French, Jr., Alabama
Holman, Frederic Ralph, Iowa
Falconer, Walter Maxwell, Ohio
McCarthy, Albert Henry, Iowa
Williams, Hilary, Indiana
McDowell, Willis, Pennsylvania
Duncan, Oscar Dibble, Alabama
Smith, Arthur St. Clair, Jr., Iowa
Henderson, Robert William, Ohio
Kautz, Austin, Washington
Owens, Charles Truesdale, Pennsylvania
Giles, William Pinkney, Texas
Asserson, William Christian, New York

Owen, Alfred Crosby, District of Columbia
Magill, Samuel George, Jr., North Dakota
Landis, Irwin Franklin, Kansas
Kempff, Clarence Selby, California

(ENGINEER DIVISION.)

Mahoney, Daniel Sullivan, Michigan
Collins, Henry Lafayette, Pennsylvania
Richardson, Louis Clark, South Carolina
Graham, Andrew Thomas, Illinois
Jenson, Henry Norman, Wisconsin
Pratt, Peter Lloyd, Illinois
Leahy, William Daniel, Wisconsin
Webber, George, Arkansas
Keenan, Ernest Clinton, New York
Van Orden, George, Michigan

NAVAL CADETS, GRADUATING CLASS OF 1898, THIRTY-NINE MEMBERS.

†Halligan, John, Jr., Massachusetts
Williams, Henry, Maryland
Watts, William Carleton, Pennsylvania
Smith, George Leonard, New Hampshire
Briggs, Wilbur Gerheart, New York
Marble, Ralph Norris, Jr., Minnesota
Hand, James Alexander, Jr., South Dakota
Cotten, Lyman Atkinson, North Carolina
Woods, Edward, Massachusetts
Boone, Charles, Ohio
McIntyre, Edward William, California
Pinney, Frank Lucius, Connecticut
Cronan, William Pigott, Connecticut
Macy, Ulysses Samuel, Missouri
Briggs, Zeno Everett, Nebraska
Tardy, Walter Benjamin, Arkansas
Tarrant, William Theodore, Texas
Abele, Clarence Arthur, Massachusetts
Williams, Yancy Sullivan, South Carolina
Johnson, Thomas Lee, Kansas
Pettingill, George Tilford, Idaho
Sweet, George Cook, New York
Evans, Franck Taylor, Son of Officer
Brown, Morris Hamilton, Indiana
Hanrahan, David Carlisle, Wisconsin
Babcock, John Franklin, New York
Nelson, Charles Preston, Massachusetts
Roper, Walter Gordon, Georgia

(ENGINEER DIVISION.)

Wright, Henry Tutwiler, Alabama
Elson, Herman Jacob, Mississippi
Sheffield, Fletcher Lamar, Georgia
Dinger, Henry Charles, Wisconsin
Mitchell, Alexander Neely, Iowa
Shane, Louis, Nebraska
Faller, Guy William, Wisconsin
Wells, William Benefiel, Iowa
Constien, Edward Theodore, Pennsylvania
Schofield, John Anderson, Missouri
Graham, John Sisson, Colorado

NAVAL CADETS, GRADUATING CLASS OF 1899, FIFTY-THREE MEMBERS.

(Ordered into Active Service January 27, 1899.)

†Sparrow, Herbert George, Ohio
Bisset, Guy Aloysius, Kentucky
Buchanan, Allen, Indiana
Fenner, Edward Blaine, New York
Bailey, John Eliot, Michigan
White, Richard Race, Missouri
Gleason, Henry Miller, Kansas
Weichert, Ernest Augustus, Connecticut
Wood, Welborn Cicero, Georgia
Kimberly, Victor Ashfield, Massachusetts
Beckner, John Taliaferro, Kentucky
Dungan, Paul Baxter, Nebraska
Sadler, Everit Jay, Kansas
Bloch, Claude Charles, Kentucky
Royall, Hilary Herbert, Alabama
Lackey, Henry Ellis, at large
Taussig, Joseph Knefler, Son of Officer
Kalbfus, Edward Clifford, at large
Woodward, Clark Howell, Georgia
Clement, James Wilkinson Legare, Jr., South Carolina
Cole, Cyrus Willard, Ohio
Miller, William Siebel, Texas
Shapley, Lloyd Stowell, Missouri
Lewis, John Earl, Minnesota
Evans, Herbert Heard, Mississippi
Major, Samuel Ira Monger, Kentucky
Greenslade, John Willis, Ohio
Watson, Adolphus Eugene, at large
Sayles, William Randall, Rhode Island
Morrison, Farmer, Arkansas
Yates, Alexander Fred Hammond, Maine
Fischer, Charles Hermann, Pennsylvania
Tomb, James Harvey, Missouri
Brinser, Harry Lerch, Pennsylvania
Morgan, Charles Elmer, West Virginia
Mathews, James Edward, Illinois
Bowers, John Treadwell, New Jersey
Courtney, Charles Edward, New York
Thomas, Samuel Brown, at large
Combs, James Rockwell, Illinois
Horne, Frederick Joseph, New York
Johnson, Alfred Wilkinson, at large
Larimer, Edgar Brown, Kansas
Vincent, Roe Willis, Pennsylvania
Hunt, Walter Merrill, Maine
Branch, Frank Oak, Maryland
Helm, Frank Pinckney, Jr., Kentucky
Pope, Ralph Eaton, Nebraska
Gilmer, James Blair, Virginia
Shackford, Chauncey, New Jersey
Hatch, Charles Byron, Jr., Illinois
Forman, Charles William, Illinois
Madison, Zachariah Harvey, Illinois

THE FACULTY OF THE UNITED STATES NAVAL ACADEMY SINCE ITS ESTABLISHMENT TO THE PRESENT TIME

I. OFFICERS IN ACTIVE SERVICE WHO HAVE HELD THE POSITIONS OF SUPERINTENDENT, COMMANDANT OF CADETS (OR MIDSHIPMEN), AND HEADS OF DEPARTMENTS OF INSTRUCTION, AND THEIR TOTAL PERIODS OF DUTY AT THE NAVAL ACADEMY IN ALL POSITIONS OCCUPIED

Baker, C. H. [Ch'f Eng'r], *H'd Steam Eng.*, 1873 to 1878 (5 yrs.)

Baker, S. H. [L't-Com'd'r], Math., Mech's, and *H'd Nav'n*, between 1873 and 1885 (9 yrs.)

Balch, G. B. [R. Adm'l], SUPERINTENDENT, 1879 to 1881 (2 yrs.)

Barnes, J. S. [Passed Mid'n, L't-Com'd'r], English, Sea., and *H'd English*, between 1856 and 1868 (4 yrs.)

Bartlett, C. W. [Master, Lieut.], Math., Sea., Ex. Duty, Nav'n, and *H'd Nav'n*, between 1878 and 1900 (12 yrs.)

Belknap, C. [Lieut., L't-Com'd'r, Com'd'r], English, Physics, Ex. Duty, *H'd Mech's*, *H'd Nav'n*, between 1873 and 1898 (12 yrs.)

Blake, F. B. [Master, Lieut., L't-Com'd'r], English, Ex. Duty, Math., Physics, *H'd English*, between 1862 and 1869 (4½ yrs.)

Blake, G. S. [Capt., Commodore], SUPERINTENDENT, 1857 to 1865 (8 yrs.)

Bowman, C. G. [Lieut.], Math., Gun., *H'd Nav'n*, between 1876 and 1893 (7 yrs.)

Breese, K. R. [Capt.], *Com'd't Mid'n*, 1873 to 1874 (1 yr.)

Brownson, W. H. [Lieut., Com'd'r], Math., Ex. Duty, *Com'd't Cadets*, between 1872 and 1896 (7 yrs.)

Buchanan, F. [Com'd'r], SUPERINTENDENT, 1845 to 1847 (1½ yrs.)

Carpenter, C. C. [L't-Com'd'r], Ex. Duty, *H'd Gun.*, 1863 to 1865 (2 yrs.)

Carter, S. P. [Act. Mid'n, Master, Lieut., Capt.], Ex. Duty, *Com'd't Mid'n*, between 1850 and 1873 (7 yrs.)

Chester, C. M. [L't-Com'd'r, Com'd'r], Sea., *Com'd't Cadets*, between 1874 and 1895 (7 yrs.)

Colvocoresses, G. P. [Lieut., L't-Com'd'r], Drawing, *H'd Drawing*, between 1886 and 1897 (8 yrs.)

Cook, F. H. [L't-Com'd'r], Math., Sea., *H'd Sea.*, between 1869 and 1883 (5 yrs.)

Cooke, A. P. [L't-Com'd'r,Com'd'r], Infantry, Nav'n, *H'd Drawing*, *H'd Gun.*, between 1864 and 1873 (6 yrs.)

Cooper, P. H. [Mid'n, Lieut., Lt.-Com'd'r, Capt.], Math., Sea., SUPERINTENDENT, between 1862 and 1898 (8⅓ yrs.)

Corbin, T. J. [Com'd'r], *Com'd't Mid'n*, June to September, 1863

Craig, J. E. [Lieut., L't-Com'd'r, Com'd'r], Sea., Nav'n, *H'd English*, between 1871 and 1894 (11 yrs.)

Craven, T. T. [Lieut., Com'd'r], *Com'd't Mid'n*, between 1851 and 1860 (6 yrs.)

Dyer, G. L. [Master, Lieut.], Math., *H'd Languages*, between 1877 and 1896 (6 yrs.)

Elmer, H. [L't-Com'd'r], Sea., *H'd Sea.*, 1882 to 1886 (4 yrs.)

Fairfax, D. McN. (Com'd'r], *Com'd't Mid'n*, 1863 to 1865 (2 yrs.)

Farmer, E. [Ch'f Eng'r], *H'd Steam Eng.*, 1882 to 1888 (6 yrs.)

Farquhar, N. H. [L't-Com'd'r, Com'd'r], Ex. Duty, Nav'n, *H'd Sea.*, *Com'd't Cadets*, between 1865 and 1886 (9 yrs.)

Fitch, H. W. [Ch'f Eng'r], *H'd Steam Eng.*, 1888 to 1893 (5 yrs.)

Garst, P. [Lieut., L't-Com'd'r], English, *H'd English*, 1892 to present

Gillpatrick, W. W. [L't-Com'd'r], *H'd Sea.*, 1889 to 1893 (4 yrs.)

Glass, H. [Mid'n, Com'd'r], Math., *Com'd't Cadets*, between 1862 and 1891 (3 yrs.)

Greene, S. D. [L't-Com'd'r], Ex. Duty, *H'd Nav'n*, between 1865 and 1882 (10 yrs.)

Harrington, P. F. [L't-Com'd'r, Com'd'r], Math., Nav'n, *H'd Nav'n*, *H'd Sea.*, *Com'd't Cadets*, between 1868 and 1889 (10 yrs.)

Howell, J. A. [L't-Com'd'r], Nav'n, *H'd Nav'n*, between 1869 and 1879 (7 yrs.)

Howison, H. L. [Com'd'r], Ex. Duty, *H'd Sea.*, between 1870 and 1876 (6 yrs.)

Hoyt, E. [Ch'f Eng'r], Steam Eng., *H'd Steam Eng.*, 1865 to 1867 (2 yrs.)

Huntington, C. L. [Act. Master, Com'd'r], Ex. Duty, *H'd Gun.*, *Com'd't Cadets*, between 1861 and 1887 (5 yrs.)

Huse, H. McL. P. [Ensign, Lieut.], Mech's, Math., *H'd Languages*, between 1886 and present (7 yrs.)

Ingersoll, R. R. [Lieut., L't-Com'd'r, Com'd'r], Math., Gun., *H'd Gun.*, between 1886 and present (13 yrs.)

Jasper, R. T. [Lieut., L't-Com'd'r], English, Ex. Duty, *H'd English*, between 1877 and 1898 (8 yrs.)

Kearney, G. H. [2d Ass't Eng'r, Passed Ass't Eng'r, Com'd'r], Steam Eng., *H'd Steam Eng.*, between 1872 and present (7 yrs.)

Knox, H. [Lieut., L't-Com'd'r, Com'd'r], Math., Mech's, Drawing, *H'd Drawing*, *H'd Math.*, *H'd Mech's*, between 1875 and 1899 (16 yrs.)

Leutzé E. H. C. [Lieut., L't-Com'd'r], Sea., *H'd Languages*, 1886 to 1890 (4 yrs.)

Lewis, R. F. R. [L't-Com'd'r], *H'd Sea.*, 1865 to 1866 (1 yr.)

Luce, S. B. [Lieut., L't-Com'd'r, Com'd'r], Gun., *H'd Sea.*, *Com'd't Mid'n*, between 1860 and 1868 (4 yrs.)

Lull, E. P. [Lieut., L't-Com'd'r], English, Math., Languages, *H'd Drawing*, between 1860 and 1869 (6 yrs.)

Mahan, A. T. [Lieut., Com'd'r], Sea., *H'd Gun.*, between 1862 and 1880 (4 yrs.)

Matthews, E. O. [Lieut., L't-Com'd'r], Math., Sea., Gun., *H'd Gun.*, between 1860 and 1869 (8 yrs.)

McCauley, E. Y. [Com'd'r], *H'd Languages*, 1870 to 1872 (2 yrs.)

McCormick, A. H. [L't-Com'd'r], Math., Nav'n, *H'd Nav'n*, between 1866 and 1875 (6 yrs.)

McCrackin, A. [Lieut.], Mech's, *H'd Gun.*, between 1880 and 1897 (6 yrs.)

McNair, F. V. [L't-Com'd'r, Com'd'r, R. Adm'l], Sea., *H'd Drawing*, *Com'd't Cadets*, SUPERINTENDENT, between 1867 and 1900 (11 yrs.)

Meade, R. W. [L't-Com'd'r], Sea., *H'd Sea.*, 1865 to 1868 (3 yrs.)

Merrell, J. P. [Lieut., L't-Com'd'r], Math., Mech's, *H'd Mech's* between 1882 and 1893 (9 yrs.)

O'Kane, J. [Lieut., L't-Com'd'r], Nav'n, Gun., *H'd Gun.*, between 1865 and 1877 (4 yrs.)

Parker, F. A. [Commodore], SUPERINTENDENT, 1878 to 1879 (1 yr.)

Parker, W. H. [Lieut.], Nav'n, *H'd Sea.*, between 1856 and 1861 (2 yrs.)

Peck, R. G. [Lieut.], Nav'n, Ex. Duty, *H'd Languages*, *H'd Drawing*, between 1882 and 1898 (8 yrs.)

Phythian, R. L. [Lieut., L't-Com'd'r, Capt.], Ex. Duty, *H'd Nav'n*, SUPERINTENDENT, between 1862 and 1894 (9 yrs.)

Porter, D. D. [Rear Adm'l, Vice Adm'l], SUPERINTENDENT, 1865 to 1869 (4 yrs.)

Potter, W. P. [Lieut., L't-Com'd'r], English, Gun., Ex. Duty, *H'd English*, between 1875 and 1897 (12 yrs.)

Rae, C. W. [Ass't Eng'r, Ch'f Eng'r], Steam Eng., *H'd Steam Eng.*, between 1874 and 1897 (8 yrs.)

Ramsay, F. M. [L't-Com'd'r, Capt.], *H'd Gun.*, SUPERINTENDENT, between 1865 and 1886 (6 yrs.)

Rittenhouse, H. O. [Master, Lieut.], Math., *H'd Drawing*, between 1877 and 1893 (10 yrs.)

Robeson, H. B. [Com'd'r], *H'd Gun.*, 1880 to 1883 (3 yrs.)

Rodgers, C. R. P. [Lieut., Rear Adm'l], *Com'd't Mid'n*, SUPERINTENDENT (6 yrs.)

Rodgers, G. W. [Lieut.], *Com'd't Mid'n*, 1861 to 1862 (1 yr.)

Ryan, G. P. [L't-Com'd'r], Nav'n, *H'd Physics*, between 1866 and 1873 (6 yrs.)

Sampson, W. T. [Lieut., L't-Com'd'r, Com'd'r], Ex. Duty, Gun., Physics, *H'd Physics*, SUPERINTENDENT, between 1862 and 1890 (14 yrs.)

Schley, W. S. [L't-Com'd'r], Ex. Duty, Languages, *H'd French*, between 1866 and 1876 (6 yrs.)

Schouler, J. (L't-Com'd'r, Com'd'r], Languages, Sea., *H'd Languages*, *H'd English*, between 1873 and 1888 (10 yrs.)

Sebree, U. [Lieut., L't-Com'd'r], Sea., *H'd Sea.*, between 1884 and 1895 (3 yrs.)

Shepard, E. M. [Com'd'r], *Com'd't Cadets, H'd Sea.*, 1878 to 1881 (3 yrs.)

Sicard, M. [L't-Com'd'r], Gun., *H'd Gun., H'd Drawing*, 1865 to 1868 (3 yrs.)

Sigsbee, C. D. [L't-Com'd'r, Com'd'r], Drawing, *H'd Drawing, H'd Sea.*, between 1869 and 1891 (9 yrs.)

Simpson, E. [Master, Lieut., L't-Com'd'r], Ex. Duty, *H'd Gun.*, between 1853 and 1863 (6 yrs.)

Skerrett, J. S. [Com'd'r], *H'd Sea.*, 1868 to 1872 (4 yrs.)

Snyder, H. L. [1st Ass't Eng'r, Ch'f Eng'r], Steam Eng., *H'd Steam Eng.*, 1869 to 1873 (4 yrs.)

Sperry, C. L. [Lieut., L't-Com'd'r], Math., *H'd Gun.*, between 1874 and 1891 (11 yrs.)

Sprague, J. P. [Ch'f Eng'r], *H'd Steam Eng.*, 1878 to 1881 (3 yrs.)

Stribling, C. K. [Com'd'r], SUPERINTENDENT, 1850 to 1853 (3 yrs.)

Swann, T. L. [Lieut., L't-Com'd'r], Ex. Duty, Sea., *H'd English*, between 1862 and 1871 (5 yrs.)

Swinburne, W. T. [Lieut., L't-Com'd'r], Nav'n, Ex. Duty, *H'd Sea.*, between 1886 and 1897 (8 yrs.)

Terry, E. [L't-Com'd'r, Com'd'r], *H'd Gun., Com'd't Cadets*, between 1868 and 1878 (7 yrs.)

Thomas, C. M. [L't-Com'd'r, Com'd'r], Gun., *H'd Sea.*, between 1880 and 1898 (3 yrs.)

Tilley, B. F. (Lieut., L't-Com'd'r), Math., Nav'n, *H'd Drawing, H'd Nav'n*, between 1879 and 1897 (10 yrs.)

Todd, H. D. [L't-Com'd'r], Math., afterwards Professor (see Professors' list)

Upshur, G. P. [Com'd'r], SUPERINTENDENT, 1847 to 1850 (3 yrs.)

Wainwright, R. [Lieut., Com'd'r], Eng. 1888–1890. Became SUPERINTENDENT 1900 (2 yrs.)

Walker, A. [Lieut., L't-Com'd'r], Math., *H'd Nav'n, H'd Math.*, between 1873 and 1897 (14 yrs.)

Walton, T. C. [Surg.], *H'd Physics and Hygiene*, 1886 to 1889 (3 yrs.)

Ward, J. H. [Lieut.], *H'd Sea.*, 1845 to 1848 (3 yrs.)

Watters, J. [Lieut., L't-Com'd'r], Ex. Duty, *H'd Sea.*, between 1856 and 1866 (2 yrs.)

White, E. [L't-Com'd'r, Com'd'r], Ex. Duty, Sea., *Com'd't Cadets*, between 1870 and 1898 (7 yrs.)

Williamson, T. [Ch'f Eng'r], *H'd Steam Eng.*, 1868 to 1869 (1 yr.)

Wise, F. M. [Lieut., Com'd'r], English, Languages, *H'd Languages*, between 1877 and 1898 (9 yrs.)

Wood, W. W. W. [Ch'f Eng'r], *H'd Steam Eng.*, 1865 to 1867 (2 yrs.)

Worden, J. L. [Commodore], SUPERINTENDENT, 1869 to 1874 (5 yrs.)

Yates, A. R. [L't-Com'd'r, Com'd'r], *H'd English*, 1870 to 1873 (3 yrs.)

II.—PROFESSORS

(Including Professors of Mathematics United States Navy and civilian Professors but not including officers in active service. Those marked * served as Heads of Departments.)

Alger, P. R., 1900

Ames, C. E., Math., Dec., 1864, to Nov., 1867 (3 yrs.)

Archer, J. J., English, 1866 to 1871 (5 yrs.)

Barber, A., English, Oct., 1850, to Mar., 1857; Jan.–Feb., 1868 (5 yrs.)

Barker, I. S., English, Oct., 1862, to Nov., 1865 (3 yrs.)

Baumgras, P., Drawing, Oct., 1867, to Mar., 1868

Beal, F. E. L., Math., 1874 to 1875, (1 yr.)

Beecher, M. A., Math., Sept., 1859, to June, 1864 (5 yrs.)

Blauvelt, C. F., Drawing, 1872 to 1899 (27 yrs.)

Bowen, W. E., English, 1868 to 1869 (1 yr.)

Brown, A. N., English, 1895 to 1899 (4 yrs.)

Bucher, M. H., Nav'n, 1864 to 1865 (1 yr.)

Bullard, H. C., English, 1866 to 1867 (1 yr.)

Buswell, H. F., English, 1868 to 1869 (1 yr.)

*Chauvenet, W., Math. and Nav'n, 1845 to 1859 (14 yrs.)

Chauvenet, W. M., Languages, 1850 to 1853 (3 yrs.)

*Coffin, J. H. C., Math. and Nav'n, 1853 to 1865 (12 yrs.)

Coppa, A., Ass't Sword Master, 1859 to 1861 (2 yrs.)

Corbesier, A., Sword Master, 1865 to present (35 yrs.)

Courcelle, A. V. S., Languages, 1866 to 1887 (21 yrs.)

Dalmon, H., Languages, 1873 to 1894 (21 yrs.)

Dashiell, P. J., Physics, 1892 to present (8 yrs.)

Davenport, J. A., English, 1861 to 1862 (1 yr.)

Des Garennes, P. J., Languages, 1895 to present (5 yrs.)

Dickson, J. E., English, 1862 to 1871 (9 yrs.)

Dovilliers, E., Languages, 1866 to 1887 (21 yrs.)

*Dovilliers, L. V., Languages, 1855 to 1871 (16 yrs.)

Fay, W. W., English, 1862 to 1898 (36 yrs.)

Fisher, D., Physics, 1870 to 1874 (4 yrs.)

Ford, T. G., English, 1861 to 1866 (5 yrs.)

Foster, F. H., Math., 1873 to 1874 (1 yr.)

Garner, S., Languages, 1889 to present (11 yrs.)

*Girault, A. N., Languages, 1845 to 1866 (21 yrs.)

Harwood, W., English, 1857 to 1861 (4 yrs.)

Heintz, G., Ass't Sword Master, 1872 to present (25 yrs.)

Hendrickson, W.W. [L't.-Com'd'r], Math., 1870 to 1874; [Professor] Math., 1874 to 1890; 1897 to present (23 yrs.)

Hill, C. E., English, 1870 to 1874 (4 yrs.)
Hitchings, H., Drawing, 1862 to 1869 (7 yrs.)
*Hopkins, W. F., Physics, 1850 to 1859 (9 yrs.)
Hopkins, W. R., Physics, 1852 to 1863 (11 yrs.)
Hyde, C. T., English, 1863 to 1866 (3 yrs.)

Johnson, C. F., Math., 1865 to 1871 (6 yrs.)
Johnson, W. W., Math., 1864 to 1870; Mechanics, 1881 to 1887; Math., 1887 to 1895; Mech's and Steam Eng., 1895 to present (25 yrs.)

Karney, T., English, 1851 to 1872 (21 yrs.)

Langley, J. W., Physics, 1867 to 1869 (2 yrs.)
Langley, S. B., Math., 1866 to 1867 (1 yr.)
Leroux, J., Languages, 1866 to present (24 yrs.)
Little, R., English, 1865 to 1869 (4 yrs.)
*Lockwood, H. H., Infantry, Oct., 1845, to July, 1849; Math., July, 1849, to Jan., 1855; Infantry, Jan., 1855, to May, 1861; Physics, Apr., 1866, to 1869; Nat. History, 1869 to 1871 (21 yrs.)
Lord, E., English, 1874 to 1877 (3 yrs.)

Mackintosh, H. S., English, 1862 to 1868 (6 yrs.)
Magnan, C., Languages, 1865 to 1866 (1 yr.)
Marion, H., Languages, 1887 to present (13 yrs.)
Marron, J. P., Languages, 1869 to 1871 (2 yrs.)
Maurice, B., Languages, 1866 to 1872 (6 yrs.)
Monsanto, H., Languages, 1864 to 1866 (2 yrs.)
Montaldo, P., Languages, 1866 to 1884 (18 yrs.)
Munroe, C. E., Physics, 1874 to 1889 (12 yrs.)

*Nourse, J. E., English, 1850 to 1865 (15 yrs.)

Oliver, M., Drawing, 1867 to 1895; 1899 to present (29 yrs.)
Osborne, G. A., Math., 1862 to 1866 (4 yrs.)

*Prud'homme, L. F., Languages, 1869 to 1891 (22 yrs.)

Retz, J. B., Ass't Sword Master, 1871 to present (29 yrs.)
*Rice, J. M., Math. and Physics, 1863 to 1890 (27 yrs.)
*Roget, E. A., Languages, 1850 to 1873 (23 yrs.)

Sanger, C. R., Physics, 1886 to 1892 (6 yrs.)
Schaad, J., Languages, 1864 to 1865 (1 yr.)
*Seager, E., Drawing, 1851 to 1867 (16 yrs.)
Searle, G., Math. and Nav'n, 1862 to 1864 (2 yrs.)
Smith, A. L., English, 1861 to 1862 (1 yr.)
*Smith, A. W., Mechanics, 1859 to 1866 (7 yrs.)
Smith, R. S., Math. and Drawing, 1870 to 1877 (7 yrs.)
Smyth, S. N., Math., 1863 to 1864 (1 yr.)
Snow, F., English, 1873 to 1876 (3 yrs.)
*Soley, J. R., English, 1871 to 1882 (11 yrs.)

Strohm, M., Physical Training, 1869 to present (31 yrs.)

*Terry, N. M., Physics, 1872 to present (28 yrs.)
*Todd, H. D. [L't-Com'd'r], Math., 1865 to 1866; [Professor] Physics, 1878 to 1886 (9 yrs.)

Warren, A. W., Drawing, 1868 to 1872 (4 yrs.)
White, C. J., Math. and Nav'n, 1861 to 1870 (9 yrs.)
Willcox, C. G., Math., 1864 to 1865 (1 yr.)
*Willcox, W. H., Math., 1857 to 1870 (13 yrs.)
Willing, F., English, 1898 to present (2 yrs.)
Winlock, J., Math., 1859 to 1861 (2 yrs.)

CHAPLAINS, ACTING AS PROFESSORS

Cobb, W. R., English, 1872 to 1873 (1 yr.)
Hale, C. R., Math., 1863 to 1865 (2 yrs.)
Henderson, G. D., English, 1864 to 1865 (1 yr.)
Hibben, H. B., Math., 1864 to 1866 (2 yrs.)
Hitchcock, W. A., English, 1862 to 1863 (1 yr.)
*Jones, G., English, 1845 to 1850 (5 yrs.)
McLaren, D., English, 1863 to 1865 (2 yrs.)
*Rawson, E. K., English, 1888 to 1890 (2 yrs.)
Smith, G. W., Math., 1864 to 1865 (1 yr.)
Wallace, J. S., English, 1863 to 1864 (1 yr.)

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